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VOCATIONAL EDUCATION

Montana VIEW/Guidance
Human Potential Development/Displaced Homemakers
Vocational Agriculture/FFA
Apprentice Education
Trade & Industry
Technical Education
Job Training Partnership Act

Business & Office Education
Consumer & Homemaking Education
Wage Earning Home Economics Education
Cooperative Education
Distributive Education
Special Needs Programs
Health Occupation Education

Ed Argenbright
Superintendent

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Montana

Montana State Plan for Vocational Education 1983-87

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MONTANA STATE PLAN

FOR VOCATIONAL EDUCATION

1983-87

Superintendent of Public Instruction
Executive Officer
of
Vocational Education

Ed Argenbright, Superintendent
Office of Public Instruction
Sole State Agency for
Vocational Education
Room 106, State Capitol
Helena, Montana 59620

STATE PLAN 1983-87

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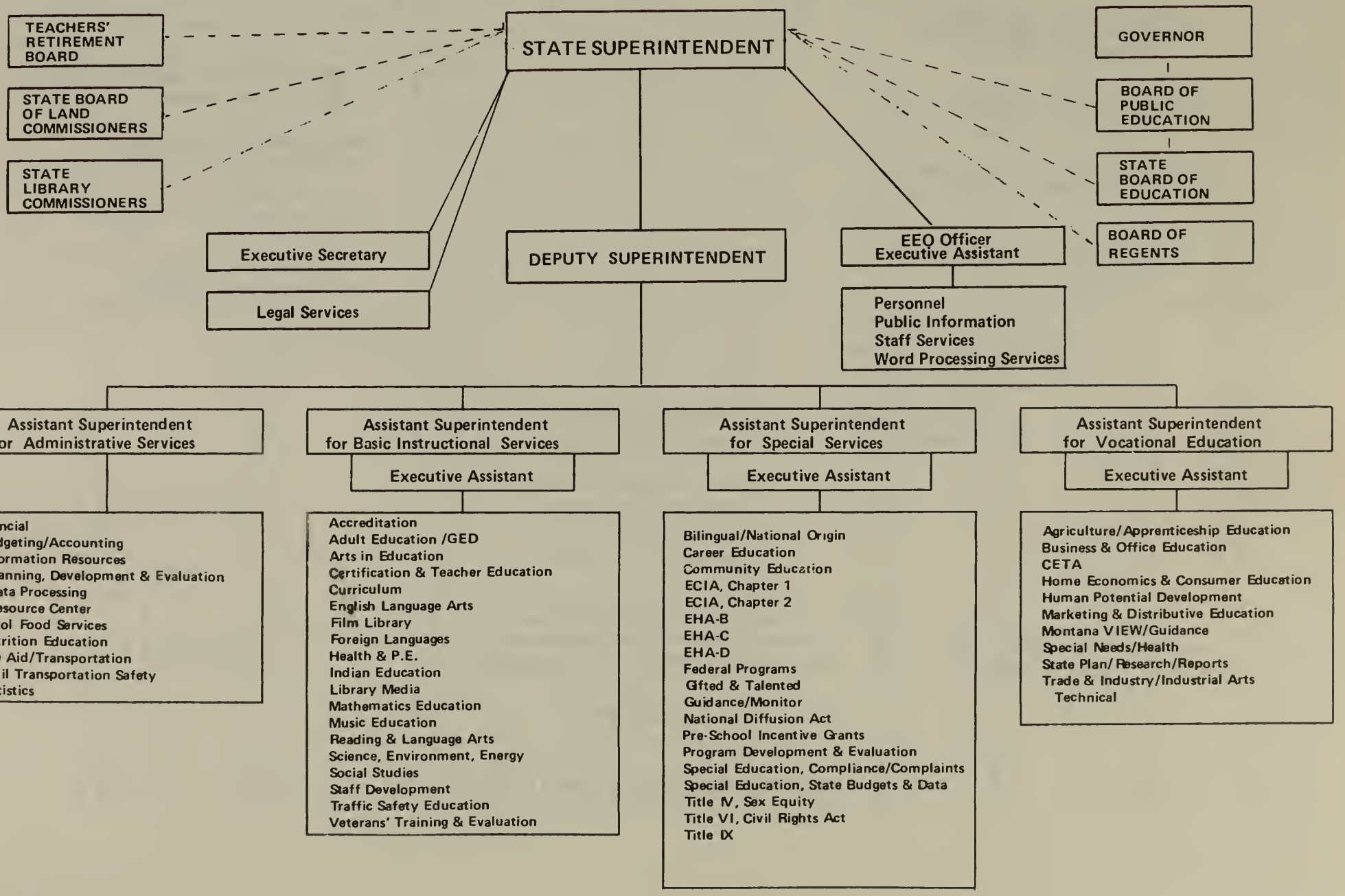
SECTION A

ORGANIZATION

AND

INTRODUCTION


TEACHERS' RETIREMENT BOARD
STATE BOARD OF LAND COMMISSIONERS
STATE LIBRARY COMMISSIONERS
STATE SUPERINTENDENT
GOVERNOR
BOARD OF PUBLIC EDUCATION
STATE BOARD OF EDUCATION
BOARD OF REGENTS
Executive Secretary
Legal Services
DEPUTY SUPERINTENDENT
EEO Officer
Executive Assistant
Personnel
Public Information
Staff Services
Word Processing Services
Assistant Superintendent for Administrative Services
Financial
Budgeting/Accounting
Information Resources
Planning, Development & Evaluation
Data Processing
Resource Center
School Food Services
Nutrition Education
State Aid/Transportation
Pupil Transportation Safety
Statistics
Assistant Superintendent for Basic Instructional Services
Executive Assistant
Accreditation
Adult Education /GED
Arts in Education
Certification & Teacher Education
Curriculum
English Language Arts
Film Library
Foreign Languages
Health & P.E.
Indian Education
Library Media
Mathematics Education
Music Education
Reading & Language Arts
Science, Environment, Energy
Social Studies
Staff Development
Traffic Safety Education
Veterans' Training & Evaluation
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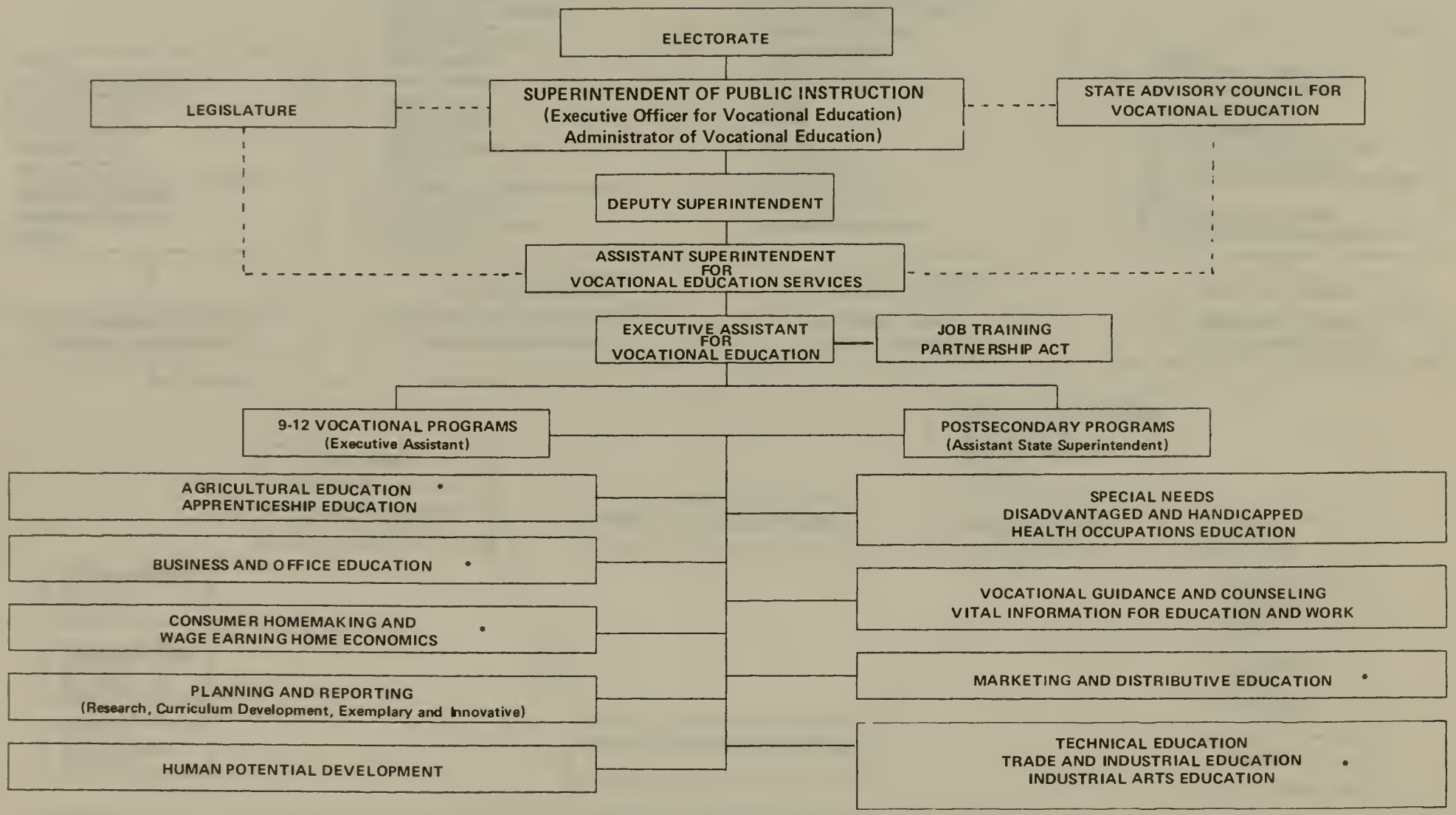
Human Potential Development
Marketing & Distributive Education
Montana VIEW/Guidance
Special Needs/Health
State Plan/Research/Reports
Trade & Industry/Industrial Arts
Technical

VOCATIONAL EDUCATION SERVICES



NOTE: Student organizational leadership at the state level is vested in program areas indicated by *.

INTRODUCTION TO THE FIVE-YEAR PLAN FOR VOCATIONAL EDUCATION IN MONTANA

The Five-Year Plan for Vocational Education in Montana 1983-87 is a compilation of many and varied sources of data. Its intent is to provide a perceived direction for the state as it relates to the educational needs and occupational preparation of Montana residents to fulfill the paid and unpaid employment opportunities over the five-year interim.

As a planning document, it will portray a broad spectrum of program maintenance to projected expansion and growth predicted upon data available to its planners in the year 1982. As such, it is subject to constant review and updating as change in education or employment trends dictate.

The plan is more than a compliance document in that it will reflect required aspects of federal legislation in addition to Montana's specific needs and guidelines that will direct the efforts of vocational education.

PHILOSOPHY

It is the philosophy of the Montana State Superintendent of Public Instruction that vocational-technical education and prevocational education opportunities shall be provided to persons who desire and can benefit from vocational education opportunities irrespective of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap or national origin. Vocational education courses and programs offered shall be conducted to encourage the full development of the interest, aptitudes, skills and capacities of all persons in the preparation for paid and unpaid occupational opportunities that require less than a baccalaureate or advanced degree, and inclusive of the training and retraining of adults.

It shall further be the philosophy of the Montana State Superintendent to adopt and administer policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with applicable federal guidelines and requirements for vocational education and funded to ensure growth and quality programming.

THE SCOPE OF VOCATIONAL EDUCATION

Vocational education in Montana shall provide for a broad range of possible programs extending from the secondary school through the postsecondary vocational -technical centers, community colleges, units of the Montana University System and within countinuing adult vocational education.

Programs shall range from career exploratory, prevocational, vocational and counseling in nature at the secondary level through programs designed to upgrade, train or re-train semi-skilled, skilled and technical workers for job entry and gainful employment at the postsecondary level in addition to programs designed to train teachers of vocational education programs offered in the university system.

Vocational education programs may also be offered in the private sector or by and between agencies of the state through contractual arrangements under the auspices of the sole state agent (State Superintendent).

ROLE AND FUNCTION OF MONTANA INSTITUTIONS IN VOCATIONAL EDUCATION

1. The secondary school should have the primary role and function of offering career exploratory, prevocational and vocational course work and guidance that may lead to entry-level employment at the conclusion of high school or provide the necessary background for entry into advanced programs at post-secondary institutions or agencies.

2. The postsecondary vocational-technical centers should have the primary function of offering educational and training programs necessary for the semi-skilled, skilled and technical trainees to advance to apprenticeship programs, job entry or re-entry or other types of gainful employment. Any vocational program should be conducted with the express authorization of the State Superintendent of Public Instruction as the state governing agency.

3. The community college should have the primary function of offering course work that leads to certificate and/or the associate degree or a variety of subprofessional job entry skills with the express authorization of the state governing agency.

4. The college and university units should have the the primary function of offering programs that lead to the baccalaureate and/or higher degree in the training of teachers, counselors, directors, etc. for vocational education. Programs in associate degree and subprofessional areas should be limited to those expressly authorized by the state governing agency.

5. Continuing adult vocational education is a function primarily associated with the secondary schools but should be provided by all levels of education.

6. Adult basic education, under vocational education, is a function of all educational units which need to address the attainment of a minimum high school level education for rural as well as urban adult populations in preparation for meaningful employment.

STATE ADMINISTRATION

The organizational charts preceding depict the structural outline of state governance for vocational education in Montana. The State Superintendent is the statutory sole agent responsible for the development and implementation of policies and procedures which govern vocational education. The duties of the State Superintendent as executive officer are outlined in the 1981 School Laws of Montana.

Duties of the Superintendent of Public Instruction

Montana law provides that:

"The superintendent of public instruction shall be the governing agent and executive officer of the state of Montana for vocational education. The superintendent of public instruction shall adopt and administer policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of vocational education, the superintendent of public instruction policies shall include:

(1) a state plan for such development;
(2) standards for vocational education courses and programs;
(3) the minimum requirements for granting postsecondary vocational-technical certificates to students;
(4) a review process for the establishment and deletion of programs;
(5) the necessary qualifications that a postsecondary vocational-technical center director must possess;
(6) instructor qualifications for vocational education courses and programs;
(7) criteria for approval of vocational education courses and programs which are to receive financial assistance;
(8) criteria for receiving, reviewing, and transmitting recommendations on postsecondary vocational-technical center operations and budget requests to the legislature;
(9) a basis for apportionment of all moneys appropriated by the legislature for vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;
(10) a basis for apportionment of all moneys received by the state of Montana for vocational education from the federal government in accordance with the acts of congress;
(11) a system of evaluation of vocational education which allows for consideration of the current and projected manpower needs and job opportunities;
(12) the tuition and fees to be charged at the postsecondary vocational-technical centers, based upon legislative appropriations available to the superintendent of public instruction for postsecondary vocational-technical centers;
(13) the allowable costs for rental of buildings for postsecondary vocational-technical center purposes;
(14) guidelines for the authority delegated by the superintendent of public instruction to the local school district board of trustees operating a postsecondary vocational-technical center; and
(15) any other policy not inconsistent with public law and which is necessary for the proper operation of a system of vocational education."
(Section 20-7-301, MCA)

The State Superintendent is provided assistance and guidance through the efforts of the Montana State Advisory Council for Vocational Education.

In addition to the State Superintendent, an Assistant State Superintendent for Vocational Education Services is a legally constituted position.

Duties of the Assistant Superintendent for Vocational Education Services (State Director)

Montana law provides that:

"There is a state director of vocational education appointed by the superintendent of public instruction. He must:

(1) administer the vocational education policies adopted by the superintendent of public instruction;
(2) prepare curriculum guides for superintendent of public instruction adoption;
(3) employ, with the confirmation of the superintendent of public instruction, the professional staff necessary for the state supervision and administration of vocational education;
(4) report the status of vocational education in the state of Montana when requested by the superintendent of public instruction;
(5) keep all vocational education records in his office;
(6) provide vocational education supervisory and consultative assistance to districts;
(7) provide a postsecondary vocational-technical center system policy and procedural handbook for institutional operations that will standardize operations among the centers;
(8) identify and direct the county treasurer in those counties where postsecondary vocational-technical centers are located to establish the necessary multifund structures for postsecondary vocational-technical center financial operations;
(9) meet with the chairman of the board of trustees, district superintendent, and center director of each postsecondary vocational-technical center at least twice each year to discuss recommended changes in the superintendent of public instruction's policies and procedures;
(10) formulate and put into effect uniform fiscal, student, staff, and program accounting systems for the postsecondary vocational-technical centers;
(11) prepare any necessary reports for the superintendent of public instruction or the legislature;
(12) represent the postsecondary vocational-technical center system to state agencies, associations, and others when appropriate;
(13) recommend a staffing pattern for the postsecondary vocational-technical centers;
(14) provide for the evaluation of programs and services within each postsecondary vocational-technical center;
(15) provide for evaluation of each postsecondary vocational-technical center's ability to meet employment and student vocational-technical education needs; and
(16) perform any other duty assigned by the superintendent of public instruction."

(Section 20-7-302.1, MCA)

VOCATIONAL EDUCATION OPPORTUNITIES IN MONTANA

The state of Montana has a myriad of vocational offerings ranging from public secondary schools through postsecondary institutions including vocational-technical centers, community colleges, units of the university system and private institutions and schools.

Secondary offerings, in the occupational clusters of agriculture, business and office, consumer home economics, distributive education, health, industrial arts, technical, trades and industry and wage earning home economics, are currently available in 112 approved high schools. In addition to the occupational clusters, secondary programs are supported in guidance activities and student organizational programs in DECA, FFA, FHA/HERO, OEA and VICA.

The postsecondary vocational-technical centers authorized by the legislature are located at Billings, Butte, Great Falls, Helena and Missoula, Montana. Programs and options, numbering in excess of 70, are offered in the occupational clusters of agriculture, business and office, distributive/marketing, home economics (wage earning), health, trades and technical education in addition to general and remedial instruction.

Adult vocational training, re-training, upgrading and apprenticeship programs are offered at the secondary schools, postsecondary vocational-technical centers, apprenticeship centers, as well as the community college and university levels. State legislative enactments provide for support of adult education through a local mill levy.

State community colleges offer courses and programs for vocational education at Dawson Community College (Glendive), Flathead Community College (Kalispell) and Miles Community College (Miles City), in addition to five Indian reservation community colleges located on the Blackfeet (Browning), Crow (Crow Agency), Salish-Kootenai (Pablo), Fort Peck (Fort Peck) and Northern Cheyenne (Lame Deer) Indian Reservations.

The tribally-controlled community colleges are set apart from the state community colleges as noted in the College Planning Survey, 1981, Needs Assessment of the Blackfoot Community College, in that:

1. tribal colleges are tribally-chartered and controlled
2. governance is entrusted in an elected or appointed board comprised of tribal members
3. colleges are located on Indian reservations
4. programs and services are culturally rich with emphasis on the revival, preservation and maintenance of tribal lifestyles
5. the majority of the students are Indians
6. the administrative leadership is usually comprised of local qualified tribal members, consistent with the self-determination concept
7. funding sources involve tribal private and federal funds with almost no reliance on state appropriated sources.

State university and college offerings in vocational education are available in varying program numbers and concentrations at Eastern Montana College, Montana College of Mineral Science and Technology, Montana State University, University of Montana, Northern Montana College and Western Montana College.

The state map following depicts the location of vocational education offerings by division exclusive of secondary locations.

MONTANA

LOCAL/STATE INSTITUTIONS
- △ Vocational-Technical Centers
- □ Community Colleges
- ○ Universities/Colleges

TRIBAL COMMUNITY COLLEGES (*)

Section A-6

No. 1052 — County Outline Map
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The private proprietary schools in Montana offer a wide variety of vocational training programs in numerous communities across the state.

In addition to the secondary, postsecondary,tribal offerings and private proprietary schools, vocational education and training programs are offered to residents of state institutions at:

1. Mountain View School
   Helena, Montana
2. Pine Hills School
   Miles City, Montana
3. Swan River Youth Forest Camp
   Swan River, Montana
4. Montana State Prison
   Deer Lodge, Montana
5. Warm Springs State Hospital
   Warm Springs, Montana
6. Montana School for the Deaf and Blind
   Great Falls, Montana

FUNDING PRIORITIES

Montana law specifies, through House Bill 500 of the 47th Legislature, that the vocational-technical centers are funded through four general sources of revenue (20-7-324, MCA), in addition to an "additional levy of school district" specified in 20-7-326, MCA. Figure 1 illustrates the 1983 biennium appropriations for the vocational-technical centers.

Figure 1
House Bill 500/47th Montana Legislature

	General Fund	Other Funds*	Total
FY 82	4,415,877	2,747,824	7,163,701
FY 83	5,020,947	3,052,001	8,072,948
Biennium Total	9,436,824	5,799,825	15,236,649

*Other funds inclusive of Federal Vocational Education Act, local millage and student tuition.

Federal funds designated in P.L. 94-482 for programs to meet the needs of disadvantaged and handicapped students will be distributed by individual program on the basis of application and need in Sections 120 and 130. Other special categories of funding in Sections 120, 130 and 140 will also be available by application for programs at all levels.

Priorities for financial resource allocation have been assigned by the application of a formula and quality assessment for applications in the remaining categories of Sections 120 and 150. The priorities are identifed by levels as:

1. secondary vocational education programs
2. adult vocational training, re-training, upgrading and apprenticeship programs
3. collegiate level vocational programs
4. state institutional vocational programs
5. statewide impact projects.

These priorities will be reviewed annually in concert with state and federal legislation revisions and are subject to change.

The secondary vocational education fund support is derived from general fund allocations within the foundation aid program, an "excess cost" general fund allocation, and federal funds under P.L. 94-482, as determined by application.

Figure 2 illustrates the foundation aid to elementary and secondary schools of Montana and the appropriated excess vocational education cost funds for the 1983 biennium.

Figure 2
Elementary and Secondary Funding HB 500/47th Legislature

Foundation Aid	FY 1982	FY 1983
Regular Programs (includes vocational education program)	$178.73 million	$201.23 million
Secondary Vocational Education "Excess Cost"	$750,000	$750,000

(See also projected secondary vocational education expenditures, Section B.)

It is noteworthy that the Montana Legislature has continued to support vocational education efforts at all levels since the inception of vocational education in the state.

LOCAL TEACHER CERTIFICATION REQUIREMENTS[1]

All secondary and postsecondary teachers must hold teaching certificates endorsed for the subjects being taught. Types of certificates are outlined in Questions and Answers on Certification of Montana Teachers and School Administrators, Office of Public Instruction, Tenth Edition, July 1981. Vocational education teachers must also meet requirements in these policies. In addition to teaching in approved vocational education programs, instructors must have a combination of work experience and education that directly contributes to the competencies required in the occupational area being taught. The following minimums apply:

I. Education and Experience
   A. Teachers with teaching degrees in vocational education (Class 1 or Class 2 certification)
      1. Agriculture Occupations--bachelor's degree in agriculture education plus one year occupational experience within the last five years.
      2. Business and Office Occupations--bachelor's degree in business and office education plus one year occupational experience within the last five years.
      3. Health Occupations--bachelor's degree in professional health field plus one year occupational experience within the last five years.

[1]Questions concerning certification should be directed to the Division of Teacher Education and Certification, Office of Public Instruction.

4. Home Economics, Consumer--bachelor's degree in home economics education.
5. Home Economics, Occupational--bachelor's degree in home economics plus one year occupational experience within the last five years.
6. Marketing and Distributive Occupations--bachelor's degree in distributive education plus one year occupational experience within the last five years.
7. Technical Occupations--bachelor's degree in technical, scientific or mathematical education plus one year occupational experience within the last five years.
8. Trades and Industry--bachelor's degree in trade and industrial education plus one year occupational experience within the last five years.
9. Cooperative Program Coordinator
   (a) Coordinators shall meet requirements for one of the areas as outlined in 1-8 above.
   (b) In addition to other coursework required for certification, coordinators shall have earned 3 quarter credits in administration of cooperative education and coordinating practices.

B. Teachers without degrees or with degrees in other fields (Class 4 certification)
   1. Five years occupational experience (refer to III).
   2. Twelfth grade education or equivalent.
   3. Within five years of initial certification, acquisition of 15 quarter credits of college work in general education and 10 credits or its equivalent of student teaching. Three years teaching experience on a temporary certificate may be substituted for the student teaching requirement as determined by state policies for waiver of student teaching.

II. Vocational Education Professional Preparation

In addition to the requirements in A or B, all vocational education instructors must complete the following professional courses or prior approved equivalents:

A. Educational Principles or Philosophy of Vocational Education
B. Curriculum Construction/Job Analysis in Vocational Education
C. Preparation of Instructional Materials in Vocational Education
D. Teaching Methods--Vocational Subjects
E. Vocational Education Organization and Management
F. Vocational Guidance

III. Criteria for Evaluating Occupational Experience

A. A resume of occupational experience must be submitted listing dates and estimated total hours of employment, specific duties and tasks performed, names and addresses of immediate supervisors and other material which serves as evidence of occupational experience applicable to the teaching area.
B. Part-time, self-employed, military and specialized occupational experience will be evaluated on an individual basis.
C. Each period of work experience must be ten weeks or more of continuous employment with an employer.

D. Graduates of approved vocational-technical programs may receive credit toward the work experience requirements in an amount determined by the Division of Teacher Education and Certification, normally allowing 2,000 hours for each year of the program.
E. When required in licensed programs, the instructor must meet occupational licensing standards of the appropriate regulating agency.
F. Successful completion of an approved trade competency exam can substitute for a portion of the work experience requirement.

All persons employed after November 1977 must meet the above minimum standards.

CERTIFICATION PLANNING

Starting in 1983 an indepth review of certification practices and requirements will be accomplished, revised standards proposed, and new requirements implemented as soon as it can be accomplished. Revisions include the following possibilities which have resulted from discussions up to the present time:

1. Increased work experience requirement for trade, industrial, technical and health occupations instructors at the postsecondary level
2. Professional course work to be required prior to teaching on the Class 4C Certificate
3. Work experience and/or additional training specific to the area being taught required for recertification
4. Changing the professional course work requirements for vocational certification
5. Requiring competency testing in certain cases
6. All certification and vocational approval requirements to be administered by the Division of Certification and Teacher Education, Office of Public Instruction, according to vocational education policies.

SECTION B

REGULATIONS

FUNDING

GENERAL APPLICATION ASSURANCES

GENERAL APPLICATION

In accord with Section 434(b) of the General Education Provisions Act and Section 106(a) of Title II-Vocational Education of the Education Amendments of 1976 (P.L. 94-482), the state of Montana does, with this general application, provide the following assurance:

I. That the state of Montana will provide proper and efficient administration for vocational education through the Office of the Superintendent of Public Instruction, which hereinafter shall be referred to as the sole agent.

II. That the sole agent will cooperate with the Montana Advisory Council for Vocational Education in carrying out its duties pursuant to Section 105 of P.L. 94-482 and the Montana Planning Council for Vocational Education.

III. That the sole agent will comply with any requests of the Secretary of Education for making such reports as the Secretary may reasonably require to carry out his/her functions as outlined in P.L. 94-482.

IV. That funds will be distributed to eligible recipients in Montana on the basis of annual applications which:

A. Have been developed in consultation
   1. with representatives of the educational and training resources available in the area to be served by the applicant, and
   2. with the local advisory committee required to be established by this Act to assist such recipients.

B. Describe:
   1. the vocational education needs of potential students in the area or community served by the applicant, and indicate how and to what extent the program proposed in the application will meet such needs, and
   2. how the findings of any evaluations of programs operated by such applicant during previous years, including those required by P.L. 94-482, have been used to develop the program proposed in this application.

C. Describe how the activities proposed in the application relate to manpower programs conducted in the area by the Governor's Employment and Training Council to assure a coordinated approach to meeting the vocational education and training needs of the area or community.

D. Describe the relationship between vocational education programs proposed to be conducted with funds under Public Law 94-482 and other programs in the area or community which are supported by state or local funds; that any eligible recipient dissatisfied with final action with respect to any application for funds under Public Law 94-482 shall be given reasonable notice and opportunity for a hearing.

V. Priority of Funding Local Applications

A. That the state of Montana shall, in considering the approval of local applications, give priority to applications which:

1. are located in areas with lesser financial ability to provide resources necessary to meet vocational education needs and a relative concentration of low-income families;
2. are located in economically depressed areas and high dropout rates are evident and which propose new programs which are new to the area which are designated to meet new and emerging manpower needs/job opportunities;

B. The state will use as the two most important factors in determining this distribution:

1. in the case of local educational agencies, the relative financial ability of such agencies to provide the resources necessary to meet the need for vocational education in the areas they service and the relative number or concentration of low-income families; and
2. in the case of other eligible recipients, the relative financial ability of such recipients to provide the resources necessary to initiate or maintain vocational education programs to meet the needs of their students and the relative concentration of low-income population defined as the number of Pell Grant recipients.

C. That the state of Montana shall, in determining the amount of funds available to those applicants approved for funding, base such distribution on economic, social and demographic data, obtained from those groups involved (where possible) which relate to the particular need for vocational education among the various populations and within the various areas of the state except where the following "fund distribution" takes precedence.

D. No federal funds will be used for local administration. LEA and OER's may use indirect costing plans where an approved indirect cost plan has been approved by the sole agent or designee.

Section 140 funds will be awarded only to areas of high youth dropout rates identified from the formula.

E. Other general application assurances:

1. The state of Montana will not allocate such funds among recipients declared eligible under federal and state guidelines on the basis of per capita enrollment or through matching of local expenditures on a uniform basis or deny funds to any recipient which is making a reasonable tax effort or financial contribution, solely because such recipient is unable to pay the non-federal share of the cost of new programs.
2. Local applications will include total program budgets. A finalized expenditure report will be the basis for reimbursement.
3. Project applications are reviewed by state staff. After initial acceptance and prioritization, the projects are applied to funding criteria and the amount of funds available in each funding area. The amount of federal funding available makes this two-step approach necessary to fund projects with the most need. The initial review process will determine projects that are to be involved in the funding formula.

VI. The following procedures will be used in the distribution of Sections 120, 140, 134 and 150 funds for secondary LEA's.

A. All sections (above) will require an application process which:
1. allows for quality review by staff, and
2. applies the funding formula to determine priority ranking.

VII. The funding formulas for the state of Montana shall:

A. use the two most important factors of relative financial ability and concentration of low income families, in addition to factors for economically depressed areas (unemployment rate), dropout rates and new programs for secondary LEA's.

1. Relative financial ability (SECONDARY):
   a. District property wealth, in the absence of actual wealth data, shall be defined as the taxable value of all real and personal property within a district. Taxable value of the district shall be divided by the ANB (average number belonging) to determine ANB value. District ANB value shall be divided by the state average total value ANB to determine the relative financial ability/
   b. Relative financial ability factors shall be placed on a point conversion scale ranging from a low of 2 (for high ability) to a high of 20 points for low ability districts.
   c. Scale

2	4	6	8	10	12	14	16	18	20
8.03 +	8.02	6.27	4.52	2.77	1.01	.68	.51	.34	.17-
	6.28	4.53	2.78	1.02	.69	.52	.3	.18	

NOTE: The point value scale is skewed due to actual enrollment data. The seven most populous secondary schools account for 44% of the total secondary enrollment. A scale of ten is equivalent to the mean of ANB.

2. Relative concentration of low-income families:
   a. Low-income families shall be defined as those families on AFDC derived from Montana Chapter 1 data.
   b. The number of AFDC recipients shall be divided by the district ANB to determine concentration factors.
   c. Concentration factor shall be converted to points ranging from 2 for low concentrations to 20 for high concentrations.
   d. Scale

2	4	6	8	10	12	14	16	18	20
-	.31	.61	.91	1.21	1.51	1.81	2.11	2.41	2.71
.30	.60	.90	1.20	1.50	1.80	2.10	2.40	2.70	+

3. Economically depressed areas shall be defined as those areas of the county where unemployment is the prime indicator of a depressed economy:

a. The January unemployment rate shall be divided by the state mean unemployment as reported by the Department of Labor and Industry.
b. The economic depressed area factor shall be placed on a point conversion scale with one relative to low unemployment factor and ten for high unemployment.
c. Scale

1	2	3	4	5	6	7	8	9	10
2.0	2.1	4.1	6.1	8.1	10.1	12.1	14.1	16.1	18.1
-	4.0	6.0	8.0	10.0	12.0	14.0	16.0	18.0	+

4. Dropout rate shall be defined as those persons reported as leaving the district prior to completion of their educational program. Transfer students shall not be included in the dropout rate:
a. The number of dropouts shall be divided by the district ANB multiplied by 100 to determine the factor.
b. The dropout rate factor shall be converted to a point scale with one for low dropout and ten for high dropout.
C. Scale

1	2	3	4	5	6	7	8	9	10
1	1.1	2.1	3.1	4.1	5.1	6.1	7.1	8.1	9.1
-	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	+

5. New programs proposed which are designated to meet new or emerging occupations shall be calculated on the basis of the proposed new program costs to the total vocational education program costs reported on the annual certified expenditure reports.
a. Proposed program costs shall be divided by total of all vocational education program costs.
b. The proposed new program factor shall be converted to a point scale with one for low and five for high cost factors.
c. Scale

1	2	3	4	5
.05	.30	.55	.80	+
-	.06	.31	.56	.81

VII. Additional Funding Formula Data
A. All project applications will be prioritized according to the demographic, future needs and funding formula data available in Montana. Statistical information will be applied at the LEA level, such as taxable values where this data is available. In some cases, such as unemployment percentages, county statistics will be used. The project applications receiving the most points will be given priority based on the availability of funds for distribution.

An automated system for the prioritization of LEA's based on federal fund distribution requirements was designed to be implemented in FY 83. This system will provide three reports to determine eligibility and funding status of all eligible recipients in the state of Montana. The three reports that are produced are:

1. prioritization of all eligible recipients based on formula factors by LEA and county,

2. distribution of available federal funds prioritized by formula factors based on competitive project proposals up to 50% except in the case of 90/10 Section 150 funds;
3. distribution of available federal funds prioritized by formula factors to eligible recipients involved in entitlement programs where all LEA's receive funding. Funds will be used on a priority basis until depleted by appropriate section and sub-part.

This system has the flexibility to include all Montana LEA's, receive periodic updates, monitor federal fund balances and provide readily accessible reports.

The LEA's are obligated to provide the following data for funding consideration:

1. total cost associated with each vocational education project including local, state and federal effort;
2. the amount of vocational education funds to supplement local funds to improve vocational programs. Funds will not be approved when it has been determined that supplanting of local funds will occur.
3. The financial obligation in the following "excess cost" areas shall be considered:
   a. instructional supplies
   b. instructional minor equipment
   c. instructional travel expenses
   d. instructional equipment maintenance and repair
   e. instructional major equipment
   f. extended contract salaries
   g. student organization stipends

   These areas are defined as "excess cost" because expenditures are beyond the regular operational (local) function of the project. These costs must be easily identifiable to the specific vocational education funding received by the LEA. Funds expended in the above areas are generally associated with expansion of vocational education programs and provide a basis for measurement of expansion without supplanting.

Secondary funding formula examples appear on the next page. The fiscal year 1983 Vocational Education Prioritization Calculations for Montana Secondary Schools are on the following pages.

MONTANA FORMULA

Priority=	Dist.Total Value/ANB / Med.State TV/ANB		Points	+	Low Income		Points	+	Economically Depressed	Points	+	Dropout Rate		Points	+	New Programs		Points	=	Total Points
LEA																				
A	24,652 / 36,872	= .67	(14)	=	2 / 454	.44	(4)		7.9	(4)		18 / 454	.040	(4)						28
B	68,571 / 36,872	= 1.86	(10)		0 / 53	0	(2)		7.7	(4)		4 / 79	.082	(9)		24,000 / 48,000	(.5)	(3)		28
C	70,654 / 36,872	= 1.92	(10)		13 / 433	3.00	(20)		9.7	(5)		19 / 436	.044	(5)						40
D	53,819 / 36,872	= 1.46	(10)		0 / 19	0	(2)		5.4	(3)		3 / 19	.158	(10)						25
E	17,250 / 36,872	= .47	(16)		28 / 890	3.15	(20)		14.2	(8)		20 / 880	.023	(3)						47
F	28,125 / 36,872	= .76	(12)		8 / 1,465	.55	(4)		5.7	(3)		76 / 1,093	.070	(7)		24,000 / 500,000	.048	(1)		27
G	15,413 / 36,872	= .42	(16)		5 / 173	2.89	(20)		13.3	(7)		8 / 171	.047	(5)						48
H	68,919 / 36,872	= 1.87	(10)		3 / 110	2.73	(20)		3.2	(2)		0 / 109	.0	(1)						33

Priority Rank

G
E
C
H
A,B
F
D

MONTANA COMPOSITE SCORE FOR PRIORITIZATION OF SECONDARY SCHOOLS LEA'S

VF103 06/03/83 VOCATIONAL EDUCATION PRIORITIZATION FORMULA 1982-83 FY

DISTRICT NAME	NUMBER	LE	TOTAL ANB	CONCENTRATION OF LOW INCOME FAMILIES AFDC	POINTS	RELATIVE FINANCIAL ABILITY TO PAY TAX VAL PER ANB	POINTS	ECONOMICALLY DEPRESSED AREAS UNEMPL RATE	POINTS	DROP-OUTS TOTAL	POINTS	NEW PROGRAMS POINTS	TOTAL POINTS
HAYS-LODGE POLE H S	50	1213	92	8	20	840.20	20	12.6	7	7	8	0	55
BROCKTON H S	55F	0783	53	6	20	11,044.98	18	10.2	6	14	10	0	54
STEVENSVILLE HS	2	0733	431	13	20	11,033.42	18	18.4	10	20	5	0	53
LINCOLN CO H S	CO	0528	258	7	20	22,881.05	14	20.2	10	22	9	0	53
PLAINS H S	1	0803	195	7	20	17,685.12	16	21.6	10	10	6	0	52
SUPERIOR H S	3	0579	161	5	20	16,168.49	16	32.0	10	5	4	0	50
BROWNING H S	9	0401	416	59	20	30,176.60	12	14.3	8	89	10	0	50
GRANITE H S	1	0416	113	5	20	20,603.22	16	15.2	8	6	6	0	50
CORVALLIS H S	1	0731	299	11	20	10,497.11	18	18.4	10	2	1	0	49
ANACONDA H S	10	0237	816	28	20	16,199.49	16	16.9	9	18	3	0	48
HARLEM H S	12	0031	136	5	20	41,685.14	12	12.6	7	12	9	0	48
GREAT FALLS H S	A	0099	4227	123	20	18,164.29	16	10.5	6	226	6	0	48
VICTOR H S	7	0738	102	9	20	16,388.65	16	18.4	10	1	1	0	47
RONAN H S	30	1200	365	7	14	13,239.03	18	11.5	6	32	9	0	47
MISSOULA H S	CO	0584	3648	120	20	26,655.18	14	10.6	6	199	6	0	46
HARDIN H S	1	1189	423	13	20	70,487.23	10	10.7	6	62	10	0	46
ST IGNATIUS H S	28	0481	164	13	20	9,710.67	18	11.5	6	3	2	0	46
POPLAR H S	98	0776	194	10	20	106,558.65	10	10.2	6	46	10	0	46
PARK H S	1	0613	616	16	18	21,369.13	14	14.1	8	25	5	0	45
CHARLO H S	7J	1206	82	4	20	20,498.09	16	11.5	6	2	3	0	45
HAMILTON H S	3	0735	527	11	14	14,372.17	16	18.4	10	23	5	0	45
ARLEE H S	JT&8	0475	147	4	20	7,636.53	18	11.5	6	0	1	0	45
FRAZER H S	28	0928	37	4	20	122,318.86	8	12.3	7	6	10	0	45
ALBERTON H S	2	0577	78	2	18	15,652.55	16	32.0	10	0	1	0	45
COLUMBIA FALLS H S	6	0313	749	21	20	32,814.59	12	14.3	8	32	5	0	45

DISTRICT NAME	NUMBER	LE	TOTAL ANB	CONCENTRATION OF LOW INCOME FAMILIES AFDC	POINTS	RELATIVE FINANCIAL ABILITY TO PAY TAX VAL PER ANB	POINTS	ECONOMICALLY DEPRESSED AREAS UNEMPL RATE	POINTS	DROP-OUTS TOTAL	POINTS	NEW PROGRAMS POINTS	TOTAL POINTS
BOX ELDER H S	G	0426	83	2	18	12,918.76	18	9.4	5	2	3	0	44
VALIER H S	18	0680	143	15	20	43,131.99	10	6.8	4	21	10	0	44
BUTTE H S	1	1212	2161	54	18	21,582.19	14	14.1	8	71	4	0	44
POWELL CO H S	CO	0713	385	10	18	29,869.84	12	10.8	6	27	8	0	44
WOLF POINT H S	45A	0781	292	9	20	48,844.40	10	10.2	6	18	7	0	43
HELENA H S	1	0488	2794	55	14	18,338.61	16	9.3	5	213	8	0	43
LIBBY H S	4	0522	804	13	12	25,934.93	14	20.2	10	56	7	0	43
SIMMS H S	F	0118	232	5	16	13,728.89	18	10.5	6	4	2	0	42
TROY H S	1	0520	200	4	14	29,163.65	12	20.2	10	11	6	0	42
TWIN BRIDGES H S	7	0540	77	4	20	45,285.66	10	2.6	2	8	10	0	42
POLSON H S	23	0478	429	14	20	33,386.11	12	11.5	6	14	4	0	42
ROUNDUP H S	55H	0606	243	10	20	100,859.14	10	13.0	7	9	4	0	41
FERGUS H S	1	0259	499	12	18	22,178.57	14	11.7	6	11	3	0	41
FLATHEAD H S	5	0311	2099	32	12	18,913.56	16	14.3	8	84	5	0	41
FROMBERG H S	6	0072	79	2	18	23,357.16	14	8.7	5	3	4	0	41
MANHATTAN H S	3	0348	141	6	20	29,930.72	12	8.6	5	4	3	0	40
BILLINGS H S	2	0966	5058	108	16	30,671.13	12	8.1	5	307	7	0	40
HAVRE H S	A	0428	843	35	20	36,960.92	12	9.4	5	24	3	0	40
ANT SULPHUR SPG H S	8	0570	132	4	20	43,776.24	10	16.8	9	1	1	0	40
SHELBY H S	14	0911	233	7	20	59,089.60	10	8.1	5	11	5	0	40
ABSAROKEE H S	52	0862	99	3	20	36,164.13	12	12.9	7	0	1	0	40
OPHEIM H S	9D	0935	69	2	20	69,048.45	10	12.3	7	1	2	0	39
NASHUA H S	13E	0937	85	2	16	27,314.72	14	12.3	7	1	2	0	39
MALTA H S	A	0659	250	8	20	42,571.88	10	12.9	7	4	2	0	39
BELGRADE H S	44	0369	330	6	14	22,163.24	14	8.6	5	17	6	0	39

DISTRICT NAME	NUMBER	LE	TOTAL ANB	CONCENTRATION OF LOW INCOME FAMILIES AFDC	POINTS	RELATIVE FINANCIAL ABILITY TO PAY TAX VAL PER ANB	POINTS	ECONOMICALLY DEPRESSED AREAS UNEMPL RATE	POINTS	DROP-OUTS TOTAL	POINTS	NEW PROGRAMS POINTS	TOTAL POINTS
THOMPSON FALLS H S	2	0805	171	2	8	28,747.95	12	21.6	10	12	8	0	38
JEFFERSON H S	1	0457	229	5	16	32,199.57	12	12.7	7	6	3	0	38
DODSON H S	C	0648	45	4	20	48,396.24	10	12.9	7	0	1	0	38
HARLOWTON H S	16	0946	108	6	20	43,677.18	10	10.1	6	2	2	0	38
ST REGIS H S	1	0582	58	1	12	24,080.67	14	32.0	10	1	2	0	38
HIGHWOOD H S	4	0146	32	1	20	89,203.56	10	5.9	3	1	4	0	37
WHITEFISH H S	44	0335	519	6	8	22,507.70	14	14.3	8	35	7	0	37
WINNETT H S	1	0642	51	4	20	56,555.88	10	5.8	3	2	4	0	37
GEYSER H S	58	0473	42	2	20	55,187.69	10	11.3	6	0	1	0	37
DENTON H S	84	0282	42	2	20	90,070.50	10	11.7	6	0	1	0	37
DARBY H S	9	0740	222	3	10	14,878.05	16	18.4	10	2	1	0	37
SCOBEY H S	1	0194	117	3	18	37,925.27	12	4.5	3	3	3	0	36
DUTTON H S	28	0893	50	1	14	79,101.58	10	8.1	5	3	7	0	36
BLUE SKY HIGH	K	1220	72	2	20	74,098.29	10	9.4	5	0	1	0	36
FLORENCE-CARLTON HS	15-6	0743	192	0	2	11,302.52	18	18.4	10	10	6	0	36
LIMA H S	12	0009	52	1	14	26,250.48	14	9.0	5	1	2	0	35
BIGFORK H S	38	0331	299	3	8	24,748.59	14	14.3	8	13	5	0	35
PARK CITY H S	5	0847	106	1	8	13,788.07	18	12.9	7	2	2	0	35
CARTER CO H S	CO	0097	100	3	20	64,137.10	10	7.8	4	0	1	0	35
WHITEHALL H S	2	0454	277	4	10	15,075.20	16	12.7	7	5	2	0	35
BEAVERHEAD CO HS	CO	0006	441	9	14	31,700.56	12	9.0	5	11	3	0	34
LAUREL H S	7	0971	526	8	12	30,430.39	12	8.1	5	22	5	0	34
CHOTEAU H S	1	0884	183	4	16	51,165.22	10	8.1	5	4	3	0	34
BROADVIEW H S	21-J	0979	37	1	20	117,540.00	8	8.1	5	0	1	0	34
SHEPHERD H S	37	0986	235	3	10	16,839.58	16	8.1	5	5	3	0	34

DISTRICT NAME	NUMBER	LE	TOTAL ANB	CONCENTRATION OF LOW INCOME FAMILIES AFDC	CONCENTRATION OF LOW INCOME FAMILIES POINTS	RELATIVE FINANCIAL ABILITY TO PAY TAX VAL PER ANB	RELATIVE FINANCIAL ABILITY TO PAY POINTS	ECONOMICALLY DEPRESSED AREAS UNEMPL RATE	ECONOMICALLY DEPRESSED AREAS POINTS	DROP-OUTS TOTAL	DROP-OUTS POINTS	NEW PROGRAMS POINTS	TOTAL POINTS
TERRY H S	5	0726	122	2	12	51,046.52	10	10.8	6	6	5	0	33
HUNTLEY PROJ HS	24	0983	221	3	10	27,315.85	14	8.1	5	7	4	0	33
RICHEY H S	2	0228	50	1	14	93,017.86	10	10.6	6	1	3	0	33
POWER H S	30	0895	53	1	14	32,985.83	12	8.1	5	1	2	0	33
RYEGATE H S	1	0407	42	1	16	57,714.88	10	11.9	6	0	1	0	33
FAIRFIELD H S	21	0891	158	2	10	17,876.49	16	8.1	5	0	1	0	32
CHINOOK H S	10	0029	198	3	12	128,735.34	8	12.6	7	9	5	0	32
BROADWATER CO HS	CO	0055	220	2	8	30,854.20	12	12.7	7	8	4	0	31
BELT H S	D	0113	141	2	10	25,724.98	14	10.5	6	1	1	0	31
FORSYTH H S	4	0791	201	2	8	122,204.16	8	7.3	4	45	10	0	30
HOT SPRINGS H S	14-J	0815	93	0	2	19,452.44	16	21.6	10	1	2	0	30
WIBAUX H S	6	0964	112	2	12	258,625.36	6	17.2	9	3	3	0	30
JOLIET H S	7	0061	111	1	8	25,524.68	14	8.7	5	3	3	0	30
CONRAD H S	10	0675	300	6	14	46,435.72	10	6.8	4	5	2	0	30
FAIRVIEW H S	3	0751	181	3	12	203,049.16	6	11.5	6	8	5	0	29
DRUMMOND H S	2	0420	87	1	8	34,366.95	12	15.2	8	0	1	0	29
GARDINER H S	4	1191	87	0	2	17,543.78	16	14.1	8	2	3	0	29
SAVAGE H S	2	0748	51	0	2	66,179.31	10	11.5	6	5	10	0	28
PLENTY COUPS HS	3	1214	64	0	2	10,955.75	18	10.7	6	1	2	0	28
GLASGOW H S	1-A	0926	423	2	4	29,588.71	12	12.3	7	17	5	0	28
ROSEBUD H S	12	0795	66	1	12	43,177.38	10	7.3	4	1	2	0	28
CENTERVILLE H S	C	0105	91	0	2	16,330.31	16	10.5	6	3	4	0	28
FT BENTON H S	1	0134	182	3	12	60,570.58	10	5.9	3	3	2	0	27
CUSTER CO H S	1	0192	631	9	10	29,002.10	12	7.9	4	5	1	0	27
BOZEMAN H S	7	0351	1437	8	4	25,603.68	14	8.6	5	55	4	0	27

DISTRICT NAME	NUMBER	LE	TOTAL ANB	CONCENTRATION OF LOW INCOME FAMILIES AFDC	CONCENTRATION OF LOW INCOME FAMILIES POINTS	RELATIVE FINANCIAL ABILITY TO PAY TAX VAL PER ANB	RELATIVE FINANCIAL ABILITY TO PAY POINTS	ECONOMICALLY DEPRESSED AREAS UNEMPL RATE	ECONOMICALLY DEPRESSED AREAS POINTS	DROP-OUTS TOTAL	DROP-OUTS POINTS	NEW PROGRAMS POINTS	TOTAL POINTS
CASCADE H S	8	0102	144	1	6	30,518.44	12	10.5	6	4	3	0	27
HOBSON H S	25	0469	71	1	10	47,265.08	10	11.3	6	0	1	0	27
STANFORD H S	12	0464	87	1	8	44,621.47	10	11.3	6	1	2	0	26
RED LODGE H S	1	0057	140	1	6	38,348.58	12	8.7	5	4	3	0	26
DAWSON CO H S	CO	0207	684	3	4	37,124.14	12	10.6	6	16	3	0	25
CLYDE PARK H S	2	0627	48	0	2	28,861.83	12	14.1	8	1	3	0	25
HYSHAM H S	1	0923	73	1	10	60,296.62	10	6.9	4	0	1	0	25
NOXON H S	10	0812	104	0	2	83,991.20	10	21.6	10	3	3	0	25
LAVINA H S	2	0411	32	0	2	58,152.53	10	11.9	6	2	7	0	25
TURNER H S	43	0045	40	0	2	59,300.43	10	12.6	7	2	6	0	25
THREE FORKS H S	J-24	0361	131	1	6	44,064.29	10	8.6	5	3	3	0	24
COLUMBUS H S	6	0849	157	0	2	23,871.36	14	12.9	7	1	1	0	24
CUT BANK H S	15	0403	312	0	2	103,871.49	10	14.3	8	12	4	0	24
WILSALL H S	3	0631	45	0	2	39,156.93	12	14.1	8	0	1	0	23
FRENCHTOWN H S	40	0599	241	2	6	100,225.18	10	10.6	6	1	1	0	23
JUDITH GAP H S	21J	0949	23	0	2	52,883.70	10	10.1	6	1	5	0	23
CULBERTSON H S	17C	0778	86	0	2	82,710.83	10	10.2	6	4	5	0	23
POWDER RVR CO DIST HS	79J	0706	183	2	8	399,888.83	2	8.1	5	11	7	0	22
PLENTYWOOD H S	20	0828	204	1	4	85,082.85	10	6.9	4	7	4	0	22
HARRISON H S	23	0543	38	0	2	34,471.95	12	2.6	2	2	6	0	22
SHERIDAN H S	5	0538	101	0	2	26,923.60	14	2.6	2	4	4	0	22
BRADY H S	19	0682	15	0	2	239,980.73	6	6.8	4	2	10	0	22
CIRCLE H S	1	0548	187	0	2	61,583.30	10	13.1	7	4	3	0	22
SIDNEY H S	1	0746	538	0	2	181,752.81	8	11.5	6	29	6	0	22
AUGUSTA H S	45	0503	50	0	2	42,881.96	10	9.3	5	2	5	0	22

DISTRICT NAME	NUMBER	LE	TOTAL ANB	CONCENTRATION OF LOW INCOME FAMILIES AFDC	POINTS	RELATIVE FINANCIAL ABILITY TO PAY TAX VAL PER ANB	POINTS	ECONOMICALLY DEPRESSED AREAS UNEMPL RATE	POINTS	DROP-OUTS TOTAL	POINTS	NEW PROGRAMS POINTS	TOTAL POINTS
GRASS RANGE H S	27	0269	44	0	2	39,508.61	12	11.7	6	0	1	0	21
ROY H S	74	0280	37	0	2	30,268.19	12	11.7	6	0	1	0	21
SWEET GRASS CO HS	CO	0882	209	1	4	34,257.27	12	7.2	4	2	1	0	21
REED POINT H S	9-9	0851	17	0	2	58,541.94	10	12.9	7	0	1	0	20
SACO H S	B	0657	44	0	2	181,469.45	8	12.9	7	1	3	0	20
W YELLOWSTONE H S	69	0374	80	0	2	30,225.40	12	8.6	5	0	1	0	20
CUSTER H S	15	0975	40	0	2	57,723.50	10	8.1	5	1	3	0	20
RAPELJE H S	32	0859	34	0	2	109,975.65	10	12.9	7	0	1	0	20
COLSTRIP H S	19	0797	487	3	6	267,820.83	4	7.3	4	28	6	0	20
SUNBURST H S	2	0903	84	1	8	374,765.92	2	8.1	5	4	5	0	20
LODGE GRASS H S	2	1190	167	0	2	558,586.03	2	10.7	6	27	10	0	20
WILLOW CREEK HS	15	0355	25	0	2	29,442.04	12	8.6	5	0	1	0	20
ROBERTS H S	5	0069	38	0	2	30,938.79	12	8.7	5	0	1	0	20
LINCOLN HIGH SCHOOL	38	1221	39	0	2	34,356.90	12	9.3	5	0	1	0	20
MOORE H S	44	0274	50	0	2	49,568.82	10	11.7	6	0	1	0	19
WINIFRED H S	115	0291	48	0	2	42,356.10	10	11.7	6	0	1	0	19
BRIDGER H S	2	0059	108	0	2	42,588.68	10	8.7	5	2	2	0	19
FROID H S	65E	0787	33	0	2	89,743.97	10	10.2	6	0	1	0	19
PEERLESS H S	2	0196	27	0	2	59,621.26	10	4.5	3	1	4	0	19
CHESTER H S	33	0511	118	1	6	157,285.22	8	4.8	3	0	1	0	18
MELSTONE H S	64-H	0608	54	0	2	186,470.22	8	13.0	7	0	1	0	18
OUTLOOK H S	29	0831	33	0	2	144,660.61	8	6.9	4	1	4	0	18
LAMBERT H S	4	0769	52	0	2	124,083.65	8	11.5	6	1	2	0	18
HINSDALE H S	7C	0933	42	0	2	125,302.57	8	12.3	7	0	1	0	18
FLAXVILLE H S	3	0200	35	0	2	56,810.03	10	4.5	3	0	1	0	16

DISTRICT NAME	NUMBER	LE	TOTAL ANB	CONCENTRATION OF LOW INCOME FAMILIES AFDC	POINTS	RELATIVE FINANCIAL ABILITY TO PAY TAX VAL PER ANB	POINTS	ECONOMICALLY DEPRESSED AREAS UNEMPL RATE	POINTS	DROP-OUTS TOTAL	POINTS	NEW PROGRAMS POINTS	TOTAL POINTS
GERALDINE H S	3	0154	72	0	2	75,119,86	10	5,9	3	0	1	0	16
K-G HIGH SCHOOL	H	1209	34	0	2	119,936,53	8	9,4	5	0	1	0	16
BIG SANDY H S	2	0138	115	0	2	81,846,66	10	5,9	3	1	1	0	16
GARFIELD CO H S	CO	0378	98	0	2	66,551,87	10	3,9	2	1	2	0	16
ENNIS H S	52	0546	123	0	2	49,152,22	10	2,6	2	0	1	0	15
J-I HIGH SCHOOL	J	0508	36	0	2	157,403,33	8	4,8	3	0	1	0	14
BAKER H S	12	0244	238	2	6	364,613,11	2	4,9	3	7	3	0	14
WHITEWATER H S	D	0663	35	0	2	345,437,80	2	12,9	7	0	1	0	12
BAINVILLE H S	64D	0785	36	0	2	607,168,06	2	10,2	6	0	1	0	11
MEDICINE LK H S	7	0822	76	0	2	565,794,95	2	6,9	4	1	2	0	10
BELFRY H S	3	0076	31	0	2	370,925,77	2	8,7	5	0	1	0	10
PLEVNA H S	55	0256	36	0	2	876,302,33	2	4,9	3	1	3	0	10
WESTBY H S	3	0819	56	0	2	485,304,11	2	6,9	4	0	1	0	9

As noted on the fiscal year 1983 calculations of secondary prioritization (pages 18-25), the formula does differentiate between schools.

B. use the two most important factors of relative ability to pay and relative concentration of low-income population in addition to unemployment, new programs and service to the population for OER's. Following a quality review, program applications concidered for funding shall be rated according to the following formula:

1. The postsecondary and OER's formula will be applied using five elements, two of which are weighted to reflect primary importance. The elements of the postsecondary and OER formula are:
   a. relative ability to pay--defined as the county mill levy of each of the postsecondary agencies divided by the mill levy for the counties involved;
   b. relative concentration of low-income population--defined as the number of Pell Grant recipients divided by the OER's total enrollment;
   c. unemployment--defined as the unemployment rate of the county in which an OER is located as reported in February by the Department of Labor compared to the state average;
   d. service--defined as that portion of the enrollment generated by the OER compared to the total for the system for the immediate past year ;and
   e. new programs--defined as those which are designated to meet new or emerging occupations and shall be calculated on the basis of the proposed new program costs to the total vocational education instructional costs reported on SBAS.

2. Each of the elements will be placed on a point scale with the first two elements weighted.

Illustrations:

Element 1--Relative ability to pay

OER	Value of 1.5 mills x taxable property	Percent
A	292,424	36.34
B	82,922	10.30
C	141,766	17.62
D	89,915	11.17
E	197,706	24.57
Total value	804,733	100.00

Scale:

Value range (percent)	.00-.10	.11-.21	.22-.32	.33-.43	.44-.54	.55-.65	.66-.76
Points:	14	12	10	8	6	4	2

Weight times two

OER sample				
A			16	
B	24			
C		20		
D	24			
E		20		

Element 2--Relative concentration of low-income population

OER	Recipients of Pell Grants	Total Enrollment	Percent
A	350	702	49.85
B	279	430	64.88
C	400	650	61.53
D	587	903	65.00
E	402	702	57.26
	2,018	3,387	

Scale:

Value range (percent)						
+ .80-.75	.74-.69	.68-.63	.62-.58	.57-.52	.51-.46	.45-.40
Points:						
14	12	10	8	6	4	2

Weight times two

OER Sample	
A	8
B	20
C	16
D	20
E	12

Element 3--Unemployment

OER Count	February report of January Rate 1982
A	6.0
B	10.9
C	9.0
D	8.5
E	11.7

Value range:	5.5-6.5	6.6-7.6	7.7-8.7	8.8-9.8	9.9-10.9 +
Points:	1	2	3	4	5

Illustration:

OER	Points
A	1
B	5
C	4
D	3
E	5

Element 4--Service

OER	FTE Generated		1982 Total System FTE	Percent
A	702.7	÷	3,416	20.57
B	430.3	÷	3,416	12.60
C	650.0	÷	3,416	19.03
D	930.0	÷	3,416	27.22
E	730.0	÷	3,416	21.37

Value Range: - .10-.13	.14-.17	.18-.21	.22-.25	.26-.29 +
Points: 1	2	3	4	5

Illustration:

OER:				
A		3		
B	1			
C		3		
D				5
E			4	

Element 5--New Programs

OER	New Program Cost		Total Instructional Costs	Percent
A	157,000	÷	1,315,257	11.94
B	0	÷	1,106,576	0
C	68,500	÷	1,071,000	6.40
D	0	÷	1,365,896	0
E	320,000	÷	1,544,357	20.72

Value range: 0.0-3.0	4.0-7.0	8.0-11.0	12.0-15.0	16.0-19.0
Points: 1	2	3	4	5

Illustration:

OER				
A		3		
B				
C	2			
D				
E				5

Composite points of formula:

OER	R.ab.P.	+	R.Col.I.	+	U	+	S	+	N.P.	=	Total
A	16		8		1		3		3	=	31
B	24		20		5		1		0	=	50
C	20		16		4		3		2	=	45
D	24		20		3		5		0	=	52
E	20		12		5		4		5	=	46
											224

Federal fund allocation of pooled money for postsecondary vocational-technical centers (OER's) shall be based upon formula points of each OER to the total points expressed as a percent, multiplied by the funds available.

Illustration:

OER			1983 Pool 1,000,046		
A	31 ÷ 224	=	.1384	=	$138,406
B	50 ÷ 224	=	.2232	=	$223,210
C	45 ÷ 224	=	.2009	=	$200,909
D	52 ÷ 224	=	.2321	=	$232,111
E	46 ÷ 224	=	.2054	=	$205,410
					$1,000,046

C. Additional funding formula considerations under general application.

1. The Superintendent of Public Instruction will use federal funds made available under this act to supplement and, to the extent practicable, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the act and in no case will supplant such state or local funds.

2. Montana will make provision for such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for federal funds paid to the state (including funds under this act paid to eligible recipients by the state).

   Each state level vocational program area specialist will review secondary and postsecondary applications to determine that past funding levels have been maintained. Secondary and postsecondary funding efforts will be summated to determine that overall level of maintenance of effort for vocational education in Montana is assured.

   Program applications will be reviewed by state vocational area specialists to determine that each meets approval criteria inclusive of fiscal information to insure maintenance of effort. As eligibility is determined, the formula factors will be computed and a point rating will be assigned. The formula will then be applied to all eligible vocational programs, and programs will receive payment in accordance with state policy.

3. The funds received under this act will not be used for any program of vocational education (except curriculum development, preservice and inservice training, exemplary and research) which cannot be demonstrated to prepare students for employment, be necessary to prepare individuals for successful completion of such a program, or be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice regardless of sex. As an integral part of a program of orientation and preparation, and for purpose of this section, the term "significant assistance" shall be defined to mean programs to

assist students (including the disadvantaged and handicapped) in identifying and developing individual aptitudes, interests, abilities, skills, experiences, aspirations and any other considerations that relate to choosing an occupation.

4. Montana has instituted policies and procedures to insure that copies of the Five-Year Plan for Vocational Education, Annual Program Plan, Accountability Report and all statements of general policies, rules and regulations and procedures issued by the Superintendent of Public Instruction and by any state agencies to which any responsibility is delegated by the Superintendent concerning the administration of such plan, will be made reasonably available to the public.

5. The funds used for purposes of Section 110(a) are consistent with the state plan submitted pursuant to Section 613(a) of the Education of the Handicapped Act.

6. The Superintendent of Public Instruction assures that the office will cooperate with the Administrator of the National Center for Education Statistics, DOE, in supplying and complying in its report with the information elements and definition requirements as specified in Section 161(a) of the act.

7. The Superintendent of Public Instruction assures that students served by Indian tribal organizations receiving funds under the Secretary's discretionary programs, under the authority of the act, shall be eligible to participate in vocational education programs administered by the Superintendent of Public Instruction.

8. Where appropriate, the Superintendent will give special consideration to outlying districts removed from major population centers to assure that equality of educational opportunity exists through quality vocational education programs for persons living in remote and sparsely populated areas.

9. The Superintendent assures that state and local funds applied to matching and maintenance of effort requirements will meet the same conditions and requirements as federal funds, and that in kind contributions shall not be used as part of the state's matching and maintenance of effort requirements.

VIII. Award Process

A. The Department of Vocational Education Services will award federal funds to secondary, postsecondary and other eligible recipients in the following priorities:

1. Statewide projects shall have first priority where needs are identified for impact within Sections 120 and 130. Quality reviews of proposals will be made assessing the relationship of project proposals to goals and objectives stated in the five-year and annual plans with relation to the leadership role of the SEA.

2. Secondary vocational education proposals will be funded based upon:
   a. quality reviews in relation to goals and objectives stated in the five-year and annual plans, match and maintenance of effort of the immediate past projects, in addition to the evaluation reports if the project is of a continuing nature; and
   b. formula prioritization of the proposals recommended for the formula application process which will identify priorities within the second step.
   c. Federal fund allocations will be distributed on the basis of availability and procedural steps one (a) and (b) above with support up to 50% for projects proposed except in Section 140 Special Needs and Section 150 Consumer and Homemaking, one-third depressed allocations.
   d. Annual RFP's will be requested in September through March for the next fiscal year with returns by the end of April. Review and approvals, contingent upon receipt of federal funds, will be issued in June. Adjustments to budgets may be made upon receipt of federal appropriations.

3. Postsecondary and OER proposals will follow the procedures outlined for secondary proposals, using a different formula. Program maintenance on a continuing basis will be provided for in the case of secondary and OER proposals providing successful evaluation results.

4. For purpose of clarification, enrollment at the postsecondary and OER levels will be defined by the NCES stream.

SECONDARY VOCATIONAL EDUCATION APPLICATION
AND FUNDING PROCEDURES FY 1982-83
State General Fund for Excess Costs

A. Authorization: House Bill 618--47th Montana Legislature

TITLE: AN ACT TO PROVIDE ADDITIONAL FUNDING FOR SECONDARY VOCATIONAL AND INDUSTRIAL ARTS PROGRAMS

There is appropriated $1,500,000 to the Office of Public Instruction for the purpose of providing additional funding for secondary vocational education. The appropriation shall be allocated under rules promulgated by the Office of Public Instruction based on legislative intent.

B. The following policies and procedures have been promulgated by the Superintendent of Public Instruction in compliance with the above-stated statute and shall be the governing rules for distribution of appropriated monies.

1. Eligibility requirements: Schools desiring to participate in the state's funded secondary vocational education/industrial arts programs must have operated a program for at least one year. Due to the specific appropriation of $1.5 for FY 82 and 83, it will be necessary to prioritize programs so the appropriation level is not exceeded.

   To apply, schools must submit to the Superintendent of Public Instruction:

   a. Local Plan for Vocational Education (form VZ0382). Submit for participation in funded vocational education programs. The local plan narrative should include all vocational education programs planned for the five-year planning period. (Do not write a separate narrative for each program area.)
   b. Proposal for Secondary Vocational Education Program (form VZ0282). Submit for each new secondary vocational education program (agriculture, distributive education, health occupations, consumer homemaking, home economics, wage earning, business and office, trade and industries and industrial arts).
   c. Secondary Vocational Education Student Enrollment Report (form VZ0382. Submit for each approved vocational education class. Report each class on a separate form. The information from this form will be used in the formula to allocate state vocational monies to the local education agencies and to provide actual student count by grade level and sex.
   d. Certified Expenditure Report for a Vocational Education Project (form VZ0582). Report the actual expenditures for the fiscal year for each of the approved vocational education programs. With the completion of this report a district will have certified that all expenditures listed for the program for each fiscal year are accurate and that there are adequate records in the district office for audit purposes.

e. Authorization of Vocational Education Personnel (form VZ1182). Submit for vocational education personnel not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.

f. Addendum for Cooperative Vocational Education Program (form VZ1282). Submit for each program utilizing the cooperative training method of instruction.

g. Program Appraisal for Vocational Education Programs (form VZ0482). The self-evaluation form is to be completed by designated personnel (i.e., administration, instructors, and advisory committee members) and be inclusive of all approved vocational education and industrial arts programs. This assures the department that local program evaluation takes place on an annual basis in accordance with approved program standards.

h. Proposal for Renewal of a Secondary Vocational Education Program (form VZ1082) may be submitted in lieu of Proposal for New Secondary Vocational Education Program (VZ0282 if the program is ongoing (approved) for funding the previous year.

C. Allocation of funds to LEA

1. The following procedures are proposed by the Superintendent of Public Instruction in accordance with the Administrative Procedures Act and shall upon approval govern the allocation and distribution of vocational education funds. Only programs meeting the eligibility requirements and those programs that are approved by the Superintendent of Public Instruction shall receive excess cost vocational education allocation.

2. All approved programs of vocational and industrial arts education shall be placed into one of five categories according to the cost of the program. Each category will carry the following weight:

Category	FY 83 Weight
I	.41
II	.28
III	.18
IV	.10
V	.03

NOTE: The assignment of programs to categories is subject to annual review and adjustment. The assignments are made based upon a per-student cost (dividing total enrollment into total excess costs for each OE code) as reported by the local districts for the previous year. A listing of programs and the assigned categories will be distributed annually to schools along with program applications.

CATEGORY I PROGRAMS
1. Ag. Production
2. Welding
3. Carpentry/Bldg. Constr.

CATEGORY II PROGRAMS
1. Graphics
2. Auto Mechanics
3. Metal Working

CATEGORY III PROGRAMS
1. Clerical Office Practice
2. Secretary Office Practice/ Cooperative Training
3. Simulated/Model Office
4. Distributive Education/ Cooperative Education
5. Industrial Cooperative Training
6. Auto Body
7. Broadcasting
8. Electronics
9. Consumer Home Economics

CATEGORY IV PROGRAMS
1. Drafting
2. Food Mgmt./Service HEWE
3. Forestry
4. Clothing Mgmt HEWE

CATEGORY V PROGRAMS
1. Small Engine Repair
2. Health Occupations
3. Ag. Mechanics
4. (HERO) Home Economics Related Occupations
5. Child Care HEWE

Approved industrial arts programs will be funded at a level equal to 50% of their trades and industries counterpart. If a counterpart is not identified, all other industrial arts programs will be placed in Category V and funded at 50% of that weighted factor.

All approved cooperative training programs will be placed in Category III.

A program will not be assigned a category until excess cost information and enrollment information are known (per-student cost can be identified on a statewide average).

3. Class Size
Determine the number of students enrolled by class that may be used for budgeting purposes for the ensuing year. The following formula shall be used for computational purposes:

		No. Vo-Ed Periods					
Class Size	x	No. periods in School Day	x	Vo-Ed Weight Factor	x	Local ANB Value	= State Vo-Ed * Funds

For the forumla cited above, the following definitions are applicable:
a. Class Size--The enrollment in an approved vocational class for an approved six-digit OE program code.
b. Number of Vo-Ed Periods--The actual number of class periods the class is offered during each class day.
c. Number of Periods in the School Day--The total number of class periods in the instructional day.
d. Local ANB Value--The dollar value of one student in the school as determined by the state foundation aid program.
e. Weighted Factor--The numerical weight associated with the program cost categories noted in c(2).

*The amount of vo-ed excess cost funds to be appropriated to a local district is dependent upon the number of programs to be funded and the amount of funding available (statewide). Therefore, it is not possible to accurately compute the amount of local funding unless those factors are known.

EXAMPLE: School A has 15 students in its approved welding class (Category I--Weight .41). The class meets for two periods in a six-period instructional day and the local ANB value of a student is $1,000.

Program	Students		Periods	Weight	ANB Value	=	State Funds
Welding	15	x	2/6	.41	1,000		2,050

Industrial Arts Programs

Schools desiring to apply for funding for industrial arts programs must satisfy the same general requirements as for vocational education programs. The application for industrial arts programs should be made on form VZ0282--Proposal for New Secondary Vocational Education Program. Design of the program should be based upon requirements outlined in the publication, Guidelines for Vocational Education in Montana. Approved industrial arts programs will be funded at 50% of their trades and industries counterpart. If a counterpart is not available, all other industrial arts programs will be placed in Category V.

EXPENDITURE AND ACCOUNTING OF VOCATIONAL FUNDS

A. Deposit and Expenditure of Vocational Funds
   a. Any school receiving state vocational education funds shall deposit and account for those funds.
   b. Expenditures for additional cost items shall be reported by the approved six-digit OE program code.

B. Additional Cost Items: The Superintendent of Public Instruction has assured the Montana Legislature that funds made available shall be used to pay the additional cost of vocational education and approved industrial arts programs. To comply with this assurance, the Superintendent has designated additional cost items and specifically authorized the expenditure of vocational funds for the following purposes:
   1. Instructional supplies utilized by the program.
   2. Instructional minor equipment purchased for the program.
   3. Instructional related travel expense.
   4. Instructional equipment maintenance and repair.
   5. Instructional major equipment.
   6. Extended teacher contracts to support supervision of students in vocational related activities such as cooperative work experience and programs that extend beyond the school year.
   7. Student organization stipends for the purpose of providing supervision of vocational student groups (VICA, FFA, FHA, OEA, DECA, HERO).

C. Non-Allowable Cost Items: Funds designed for vocational education may not be expended on cost items that are currently being funded through the state's foundation aid program. Included in this category are regular salaries for administration and instruction, rent or purchase of classroom facilities, "general" classroom furniture and supplies and items of fixed equipment which become part of the instructional facility.

D. Reporting: Schools participating in this program shall annually report expenditures for each approved and funded program in the format and time specified by the Superintendent of Public Instruction.

PUBLIC INFORMATION DISSEMINATION

A minimum of 150 copies of the Montana State Plan 1983-88 for Vocational Education and an equal number of statements of general policies, rules, regulations and procedures issued by the Superintendent of Public Instruction concerning the administration of the five-year plan will be distributed to interested agencies, organizations and individuals such as:

Montana Advisory Council for Vocational Education
Local educational agencies
Postsecondary vocational-technical centers
Community colleges
Four-year colleges and universities
Staff, Office of Public Instruction
Montana Employment Security Division
Department of Community Affairs
Department of Social and Rehabilitation Services
Governor's Employment and Training Council
Commissioner of Higher Education
Department of Institutions
Indian representatives
Montana Vocational Association

To insure public understanding of the five-year plan for vocational education, regional public hearings were held to inform participants about the plan, amendments to the plan, changes in policies and procedures, and to discuss implications of the act for implementing and conducting vocational education programs. All vocational education personnel in the Office of Public Instruction are well-versed in the state plan and are available to help individuals with questions concerning the plan.

OPPORTUNITY FOR HEARINGS ON LOCAL APPLICATIONS

The following procedures are established whereby any local educational agency dissatisfied with final action upon an application for federal funds for vocational education will be given notice of, and the opportunity for, a hearing upon such action.

A. The Superintendent of Public Instruction or designated staff shall promptly notify, in writing, any local educational agency which has submitted an application for federal funds for vocational education of the action taken upon the application. If the action is unfavorable, the Superintendent of Public Instruction shall also inform the local educational agency of the reasons for such action and of procedures for reconsideration.

B. Within 20 days of the receipt of notification by the Superintendent of Public Instruction or designated staff, a local educational agency which is dissatisfied with the final action upon its application may request a hearing for reconsideration of the action. The request shall be sent to the Superintendent of Public Instruction. The request shall contain:

1. a brief statement of the reasons, which may include the facts and law, for which the local educational agency believes the action should be altered
2. a list of documents which the local educational agency intends to produce at the hearing
3. a list of the names and addresses of witnesses which the local educational agency intends to examine at the hearing.

Except upon a showing of good cause for the omission, witnesses or documents which are not listed shall not be allowed to testify or be introduced at the hearing.

C. The Superintendent of Public Instruction or designated staff shall acknowledge, in writing, receipt of the request for hearing within 10 days. The Superintendent of Public Instruction shall arrange to hold a hearing within 30 days and shall notify the local education agency of the date, time and place in writing.

If the time and date of the hearing would impose an unusual hardship upon the local educational agency, the agency may petition that the hearing be held at a time and date other than stated. Upon receipt of the petition, the Superintendent of Public Instruction shall arrange a new time and date and notify the local education agency in a timely manner. Only one such extension of time shall be granted.

D. No later than 10 days before the date of the meeting, the local educational agency shall submit a statement in support of the reasons in (B)(1).

E. The Superintendent of Public Instruction or designated staff shall reconsider action at the time, date and place contained in the notice. The Superintendent or designated staff shall:

1. regulate the course of the hearing
2. receive evidence for and against the final action
3. make rulings upon any motions relevant to the final action.

F. At the hearing, the local educational agency shall bear the burden for supporting its application. Subject to the power of the Superintendent of Public Instruction to regulate the conduct of the hearing, the order in which the matter will be presented is as follows:

1. statement by the local education agency describing its application, the final action of the Superintendent of Public Instruction, the reasons for the action, and the reasons for which the local educational agency seeks reconsideration, followed by testimony and evidence, if any, in support of the reasons for reconsideration and
2. statement, testimony and evidence, if any, in support of the final action of the Superintendent of Public Instruction or designated staff.
3. If a statement, testimony or evidence is offered in support of the final action, rebuttal by the local educational agency will be permitted.

Although local educational agencies should make the fullest presentation to the Superintendent of Public Instruction or designated staff, strict adherence to trial-type procedures is not required, and an agency may make an informal presentation to the Superintendent or designated staff. It is suggested that presentations be relevant, clear and brief, and that the presentation of irrevelant or redundant materials be avoided.

G. Any person or party appearing at the hearing may be accompanied, advised and represented by counsel of his choice. Counsel may be an attorney-at-law. This does not obligate the Superintendent of Public Instruction to provide counsel or bear the expense of counsel for a person or party.

H. After the hearing, the Superintendent of Public Instruction or designated staff shall consider the application and decide the matter based on the testimony, exhibits and other materials filed with the Superintendent. The decision shall be in writing and shall include reasons or findings of fact and conclusions of law. Not later than 10 days following the decision, the Superintendent of Public Instruction or designated staff shall send the decision to the local educational agency.

I. The record of the hearing shall consist of a transcript of the testimony, the exhibits and all other papers filed in the proceedings. Copies of the record will be provided upon request of a party and upon the payment of the cost of reproducing the record.

J. If any local educational agency is dissatisfied with the final action of the Superintendent of Public Instruction or designated staff with respect to its application for grant of vocational education, the local educational agency may, within 60 days of the decision or notification of the final action, whichever is later, file with the United States Court of Appeals for the Ninth Circuit a petition for review of the final action.

VOCATIONAL EDUCATION UNDER CONTRACT

Any local educational agency which is operating under an approved local vocational education plan and which receives support under P.L. 94-482, may contract with any private postsecondary institution to carry out specific student training objectives. Before the local educational agency may enter into such contracts it must demonstrate that:

A. The private postsecondary institution can provide:
   1. substantially equivalent training at a lesser cost; or
   2. training not available to students enrolled in the local public education agencies.

B. The proposed contract is in accord with state and local law.

C. The contract institution will meet the same standards as are required for the local education agency.

Any other agency, tribe or institution may submit a local plan for vocational education which may include a request for vocational education support under P.L. 84-482. All requirements for submission of a local plan as expressed in this state plan must be met. However, in addition, the other agency, tribe or institution must demonstrate that:

A. the institution can provide substantially equivalent training at a lesser cost, or that training is available in other public institutions within a reasonable geographic distance and

B. the contracted institutions will be conducted in compliance with state vocational education program standards, and constitute prudent use of funds.

C. Contracts may be approved annually by the Vocational Education Services staff of the Office of Public Instruction.

POLICIES AND ADMINISTRATIVE PROCEDURES FOR VOCATIONAL EDUCATION

In January 1980 the Office of Public Instruction published a complete booklet of Guidelines for Vocational Education in Montana and made copies available to all interested parties. Also in 1980 a complete list of Policies and State Administrative Procedures for Vocational Education in Montana was completed and made public information. A continued effort will be made by the state to inform all interested parties of the availability of vocational education in Montana.

Vocational Education Act Funds
State Fiscal Year 1983

D.O.E. June 1982 Allotment Notice = $2,363,678

		Administration	
		Federal	State
Section 120 Basic Grant	$1,849,794		
Disadvantaged	369,959	15,000	15,000
Handicapped	184,979	15,000	15,000
Apprenticeship	60,000		
Postsecondary	1,000,046		
Emerging & Emergency Occup.	-0-		
State Administration	174,810	174,810	174,810
Displaced Homemaker	10,000		
Sex Bias	50,000	50,000	
SUBTOTAL		254,810	204,810
Section 130 Program Improvement	338,597		
Disadvantaged	67,719		
Handicapped	33,860		
State Administration	40,000	40,000	40,000
Guidance	67,719		
Exemplary	10,000		
Curriculum	12,770		
Teacher Development	82,155		
Research	24,372	13,000	
Section 140 Special Needs	53,453		
Section 150 Consumer Homemaking	108,474		
Section 102 D	13,360	10,702	
TOTAL	$2,363,678	$318,512	$244,810
State General Fund Available			73,702
MATCHING TOTAL			$318,512

Amended 10/28/82
Amended 11/18/82

FISCAL YEAR 1983 FUND DISTRIBUTION
Subpart 2--Basic Grant
Section 120-Disadvantaged and Handicapped

LEA	(if applic) OE CODE	ENROLLMENT	Disadvantaged FEDERAL	Disadvantaged LOCAL	Handicapped FEDERAL	Handicapped LOCAL	OTHER PURPOSES
Anaconda HS		30			32,860	38,029	Multi. Occup. work explor.
Arlee HS	01.0100	40	21,062	21,062			
Butte VoTech		150	57,019	94,896			Remedial math, science, communication skills for vo-tech students
Flathead HS	09.0203	15			11,472	11,472	
Great Falls VoTech		75	14,250	14,250	5,750	5,750	Career assistance centers for disadv. and hand.
Hellgate HS (LESA)		20	6,006	28,442			Prevocational
Missoula VoTech		40	22,524	27,162			Remedial assistance in math, science & communication
Missoula VoTech		75	25,550	25,550	24,450	24,450	skills; career assistance for disadvan. & handic.;
MSU		50			16,283	16,283	Inservice training for IA, Ag and T&I teachers;
Northcentral LRC		20			35,567	53,280	work exploratory
Salish-Kootenai Comm. Coll.	17.1001	16	38,723	50,913			
Swan River YC	17.9900	30	35,099	35,973			
Whitefish HS	99.0401	7			17,602	20,002	
			214,227	270,806	149,790	197,708	
Unallocated[1]			125,732	125,732	5,189	5,189	

[1]Staff has not approved allocation of these funds at the time of plan submission.

LIMITED ENGLISH SPEAKING

Montana is projected to remain relatively stable in its population of limited English speaking persons as illustrated on page ___ of the state plan.

Funds to address LESA problems are as follows:

LESA 15-24 years 2,000 ÷ 148,640 = .01345

369,959 x .01345 = 4,975,95 formula requirement

Federal Projected Expenditures 1983-88

	1983	1984	1985	1986	1987
LESA Section 102(a)	6006	6000	5700	5700	5415

Projected Projects FY 83	Federal Funds	Local Match
Secondary:	Enrollment	
Hellgate HS	22	6006	28,442
Prevocational English and job seeking skills for limited English speaking high school students		

Funds for LESA are awarded on a project proposal basis to the extent of availability. Funds will be utilized to address basic English skills acquisition, career information/education, job seeking skills, job adjustment and related education to afford the limited English speaking population greater potential for continuing education and/or job placement.

FISCAL YEAR 1983 FUND ALLOCATIONS

Subpart 2--Basic Grant

Section 120--Apprenticeship

Local Institution	Apprenticeship Federal	Local
Helena	18,481	113,211
Billings	12,152	217,930
Great Falls	8,185	65,659
Colstrip	9,114	40,500
Missoula	5,300	12,504
Butte	3,727	13,430
Salish-Kootenai	3,041	42,815
	$60,000	$506,049

See next page for detailed listings.

APPRENTICESHIP PROGRAMS

CITY	PROGRAMS	OE CODE	HOURS	PROJECTED FUNDING
Billings	Ironworkers	17.2306	432	3,456
	Plumbing & Pipefitting	17.1007	432	3,456
	Carpentry	17.1001	144	1,152
	Electricians	17.1002	432	3,456
	Sheet Metal	17,2305	144	1,152
Helena	Operators (Heavy Equip)	17.1099	2016	16,128
	Carpentry	17.1001	1476	11,808
	Electricians	17.1002	144	1,152
Great Falls	Sheet Metal	17.2305	206	1,648
	Painters	17.1099	144	1,152
	Plumbing & Pipefitting	17.1007	432	3,456
	Machinists	17.2302	90	720
	Auto Mechanics	17.0302	55	440
	Auto Body	17.0301	55	440
	Electricians	17.1002	144	1,152
Missoula	Electricians	17.1002	144	1,152
	Sheet Metal	17.2305	144	1,152
	Plumbing & Pipefitting	17.1007	216	1,728
Butte	Sheet Metal	17.2305	87	696
	Ironworkers	17.2306	144	1,152
	Plumbing & Pipefitting	17.1007	144	1,152
Miles Comm. College	Power Plant Operator	17.9900	432	3,456
Miles City	Power Plant Mechanic	17.9900	432	3,456
Salish-Kootenai Pablo	Carpentry	17.1001	144	1,152
TOTAL				$65,864

*Includes 1982 Carry-in

FISCAL YEAR 1983 FUND DISTRIBUTION

Subpart 2

Section 120--Basic Grant--Postsecondary

POSTSECONDARY

Local Institution	Federal	State	Local	TOTAL
Billings	178,968	695,555	645,628	1,520,151
Butte	140,826	814,138	342,968	1,297,932
Great Falls	168,858	833,954	423,913	1,426,725
Helena	258,742	1,407,039	473,724	2,139,505
Missoula	252,652	1,343,005	636,670	2,232,327
	$1,000,046	$5,093,691	$2,522,903	$8,616,640*

*Include estimated salary differential amounts.

See also page ____.

FY 1984-87 subject to federal and state legislative appropriations.

FISCAL YEAR 1983 FUND DISTRIBUTION

Subpart 3--Program Improvement

Section 130--Disadvantaged and Handicapped

LEA	OE CODE	ENROLLMENT	FEDERAL	LOCAL	FEDERAL	LOCAL	OTHER PURPOSES
Billings HS	99.0401	70			14,100	104,031	
Butte HS	99.0401	20			13,800	13,800	
Blackfeet CC	14.0702	25	25,589	32,773			
MSU		40			6,584	6,584	Inservice for Home Ec teachers
Pine Hills Schl	17.9900	150	66,418	169,575			
Scobey PS		3	5,430	6,211			Work exploratory
TOTALS			$97,437[1]	$208,559[2]	$35,484[1]	$124,415[2]	

[1]Carry-in of 1982 funds will be used to support funding over allocation levels.

[2]Final approval of projects subject to review and funding levels from federal and local sources.

FISCAL YEAR 1983 FUND DISTRIBUTION
Subpart 3
Section 130--Guidance (134)

Local Institution	Guidance (Projected)	Purpose(s)	
Vo-Tech Centers	$35,670	Billings	$2,700 Career Information System
		Butte	$2,700 Career Information System
		Great Falls	$2,700 Career Information System
		Helena	$2,700 Career Information System
		Missoula	$2,700 Career Information System
		Great Falls	$22,170 LTE coordinator for state pilot project--career assist. centers at Great Falls and Missoula
Projects: OPI	$10,550	Materials development Career Program Handbook & distribution Five regional workshops for counselor updating and inservice--career information	
Montana Career Information System-Montana Learning Services	$10,000	Service support of Montana Career Information System	
Contract-Employment Security	$ 9,000	Employer survey for demand date to be used by LEA counselors	
Unallocated	$ 2,499		
	$67,719		

Funds under Section 134 are distributed based upon state or LEA proposals which address statewide or local needs. A pooling concept is used to draw upon to fund guidance and counseling programs, services and activities. Priority shall go to the establishment of resource center development (career assistance centers), MCIS services, leadership for vocational guidance and exploration programs at the local level and vocational guidance program initiation, improvement and implementation.

FISCAL YEAR 1983 FUND ALLOCATIONS

Section 140--Special Needs

LEA	OE CODE	ENROLLMENT	FEDERAL FUNDS
Hays Lodge Pole (projected)[1]	01.0100	30	$45,000
Unallocated[2]			$ 8,453

[1]Projects are funded on an annual basis and are considered as to impact, need and funding formula.

[2]All project proposals not received at the date of plan submission.

Section 140, Special Needs funds, are allocated on a proposal basis and funding formula only to LEA/OER's which reflect high dropout rates.

Montana may pay up to 100% of the cost of special programs under Section 140 to meet the needs of the disadvantaged to enable greater potential to succeed in vocational education programs. Section 140 funds may be used in nonprofit private schools provided assurances are made to avoid commingled funds.

Disadvantaged persons shall include those persons who have academic or economic disadvantage or who require special services, assistance or programs in order to enable them to succeed in vocational education programs. All definitions of 104.804, Rules and Regulations, shall apply.

FISCAL YEAR 1983 FUND DISTRIBUTION
Subpart 3
Section 130--Exemplary, Curriculum, Teacher Development, Research

Exemplary	Federal Funds	Purpose(s)
Montana State University	5,660	Development of multi-discipline coop programs
Unallocated	4,340	
Subtotal	$10,000	
Curriculum (projected)		
Vo-Tech Centers (OPI)	2,400	Curriculum standardization of postsecondary office ed program
Montana State University	7,370	Industrial education curriculum development
Contract: MSU	3,000	Vo Ag core curriculum development
Subtotal	$12,770	
Teacher Development (projected)		
Montana Teacher Center	56,000	Vocational teacher technological upgrading
University of Montana	26,468	Vocational teacher leadership conference
University of Montana	3,000	Inservice for Montana first-year vocational ed teachers
Montana State University	6,500	Ag preservice/inservice
Montana State University	1,200	Inservice for vo-ed teachers
University of Montana	3,000	Computer literacy for vocational educators
Montana University System	1,500	Cooperative education workshop
University of Montana	2,627	Preservice & inservice in business & office and home ec
Montana State University	2,627	Inservice for home economics
Montana State University	4,700	Industrial arts/occupational information/VICA workshops
Subtotal	$107,622[2]	
Research		
Montana State University	2,374	Wage earning home economics occupations for sparsely populated areas
OPI Research	9,000	Data collection and statistical analysis of statewide student/employer follow-up
Subtotal	$11,374	

[1]Funding for these areas must be applied for on an annual basis related to impact, need and funding formula considerations. Funding is determined when all project applications are received and approved.
[2]Funding level above allocation includes carry-in funds from FY 82.

FISCAL YEAR 1983 FUND ALLOCATIONS
SECTION 150

CONSUMER HOMEMAKING
DEPRESSED AREAS

LEA	FY 82 Local Excess Cost	90/10 Reimbursement	FY 83 Local Excess Cost	90/10 Reimbursement
Harlem HS	11,397	4,583		
Anaconda HS	3,385	1,362		
Flathead HS (Kalispell)	27,509	11,061		
Bigfork	3,682	1,482		
Whitefish HS	6,204	2,495		
Browning HS	3,706	1,490		
Cut Bank HS	5,998	2,412		
Troy HS	11,313	4,549		
Park HS (Livingston)	9,150	3,679		
Clyde Park HS	1,755	707		
Corvallis HS	5,018	2,018		
Stevensville HS	5,678	2,284		
Victor HS	1,877	756		
	96,672	38,878		36,122

Calculation of Funding:

Federal Funds Available	
	116,639
x 33.33%	38,876

MATCH AND STATE MAINTENANCE OF EFFORT--SECONDARY PROGRAMS

EXPENDITURES

Six Digit OE Code	FY 80	FY 81	FY 82	Projected FY 83
01.0100	1,743,417	1,933,179	1,918,993	
01.0200	20,514			
01.0700			56,206	
01.0300C		10,905		
01.0700	49,146	44,596		
04.0800		9,381		
04.0800C	335,081	362,437	393,729	
07.0303		11,750		
07.9900	24,862	11,750		
09.0199			3,915	
09.0101	2,221,090	2,502,593	2,618,671	
09.0201	13,788	32,552	103,569	
09.0201C	67,718	69,146	2,628	
09.0202	8,972	7,271	16,072	
09.0203C	44,431	29,031	70,897	
09.0299	11,258	4,635	17,957	
09.0299C	28,026	38,664	35,761	
14.0303	332,188	307,635	960,393	
14.0303C	219,526	153,999	23,272	
14.0702	297,534	363,644	550,777	
14.0704	100,970	129,906	175,663	
14.0704C		49,063	14,082	
17.0200	23,231			
17.0301	16,506	19,706	20,322	

Six Digit OE Code	FY 80	FY 81	FY 82	Projected FY 83
17.0302	732,633	814,983	895,852	
17.0302C	73,130	16,030	9,814	
17.1001	476,841	473,859	441,399	
17.1001C	18,717		18,487	
17.1300	203,087	301,984	277,029	
17.1500	142,804	133,469	150,196	
17.1900	77,451	75,974	76,216	
17.2300	223,454	288,939	263,112	
17.2306	227,076	286,234	219,498	
17.2306C	41,460	31,112	8,623	
17.3100	56,431	40,000	113,935	
17.9901C	35,978	24,456	19,561	
17.9902	14,748	16,997	23,016	
99.0401	12,123	38,791	366,247	
99.0402	198,559	640,250	73,252	
99.0403			73,024	
99.0404			42,119	
99.0405			11,300	
99.0406			234,236	
99.0408			139,924	
99.0409			145,921	
99.0410		138,136		
00.0000	298,827	234,976	55,629	
	8,684,995	9,979,768	11,675,056	12,000,000[1]
Less Federal	163,521	137,444	92,928	36,122
TOTAL STATE*	8,521,474	9,842,324	11,582,128	11,963,878

[1]Regular secondary vocational education expenditures projected.
*Federal funds not included.

STATE/FEDERAL

POSTSECONDARY PROGRAMS

	FY 80	FY 81	FY 82	FY 83	FY 84	FY 85
Federal	1,431,344	1,113,328	1,200,000	1,000,046	1,178,657	1,178,657
State	3,701,611	3,882,831	4,331,255	6,065,091	5,210,128	5,316,861
Local	1,126,601	1,457,534	1,946,607	2,577,340*	2,934,511	3,246,120
	6,259,556	6,453,693	7,477,862	8,642,477	9,323,296	9,786,638

*Projected distribution of revenues dependent upon federal, state and local contributions and enactments pending.

TOTAL FEDERAL FUNDS RELATIONSHIP TO STATE AND LOCAL

	FY 80	FY 81	FY 82	Est. FY 83	Projected FY 84	FY 85
Federal Total	2,742,441	2,771,882	2,580,467	2,363,678	2,692,387	2,692,387
State Totals						
Secondary	720,248	678,356	672,924	750,000	750,000	750,000
Post-secondary	3,701,622	3,882,831	4,331,255	5,065,091	5,065,091	5,210,128
Local Totals						
Second.	5,279,752	5,547,618	5,881,142	5,981,142	*	*
Post-secondary	1,126,601	1,457,534	1,946,607	2,577,340	2,934,511	3,242,220
120-Dis/ Hand.	692,324	1,216,905	671,742	*	*	*
130-Dis/ Hand.	71,743	206,563	156,480	*	*	*
131-135	53					
140-Sp. Dis.	0	4,873	0	*	*	*
State Admin.	218,395	203,694	193,018	318,512	328,388	328,388
TOTALS	14,553,169	16,060,257	16,523,635	17,055,763	*	*

*Data not available. Dependent upon state legislative support and local program mix.

FY 82 CARRY-IN VEA FUNDS TO FY 83[1]

Section 120 Basic Grant	81-82	Carry-in at beginning of year 82 only	(After obligating to 83 projects) carry-in 82 to date
Disadvantaged	327,125	323,454	123,967
Handicapped	175,587	172,053	23,846
Apprenticeship	22,565	7,614	-0-
Postsecondary	-0-	-0-	-0-
Emerging & Emergency Occup.	114,558	81,308	-0-
State Administration	16,560	16,560	-0-
Displaced Homemaker	1,500	1,500	-0-
Sex Bias	50,000	50,000	-0-
Subtotal	707,895	618,118	
Section 130 program Improvement			
Disadvantaged	76,788	25,826	15,959
Handicapped	64,343	32,925	-0-
State Administration	2,922	2,922	
Guidance	54,461	39,377	29,376
Exemplary	-0-	-0-	-0-
Curriculum	4,763	1,244	-0-
Teacher Development	60,535	26,728	-0-
Research	846	(9,023)	(3,023)
Subtotal	264,658	168,425	
Sec. 140 Special Needs	20,083	16,173	
Sec. 150 Consumer Homemaking	92,928	-0-	
Sec. 102D	-0-	-0-	
TOTALS	1,085,564	899,554	

[1]See also FY 82 planned expenditures page 44 for inclusion of FY 82 funds in FY 83 projects.

PLANNED EXPENDITURES FOR 82 CARRY-IN

Section 120 Basic Grant

Disadvantaged

The Department of Vocational Education Services, in its leadership role, will issue the following types of requests for proposals (RFP's) to serve the disadvantaged populations at the secondary and postsecondary levels within vocational education programs.

1. Computer assisted instruction for disadvantaged.
2. Computer equipment purchase.
3. Private vocational education services for displaced homemakers and displaced workers.
4. Assistance in developing and upgrading vocational education programs for Native American populations at the secondary and community college levels.

Handicapped

1. Support services for mainstreaming handicapped vocational education students.
2. Computer assisted instruction
3. Remedial assistance to support mainstreaming.

Other Allocations of Carry-In Funds

Apprenticeship

1. Carry-in will be used for FY 83 allocations.

Emerging and Emergency Occupations

Great Falls Vo-Tech	$77,645
Butte Vo-Tech	2,981
	$80,626
Unallocated	682

Section 130 Program Improvement (Requests for proposals will be issued for.)

Disadvantaged

1. Computer software for disadvantaged purchase and development
2. Instructional staff workshops
3. Updating curriculum

Handicapped

1.	Havre High School	$12,000
2.	Absarokee High School	$ 1,500
3.	Unallocated	$11,187

Guidance

1. Five regional workshops--Career Guidance in Vocational Education for secondary counselors.
2. Printing of a postsecondary vocational education program directory.
3. Dissemination of VIEW materials.

Section 140 Special Needs

1. New vocational education program support in one of the areas of agriculture, office occupations, wage earning home economics, distributive education or trades and industry.

FY 1983 HOME ECONOMICS FEDERAL LOCAL ALLOCATIONS PROJECTIONS

LEA	OE Code	Total	Local	Federal
Dillon	09.0101	24,613	23,481	1,132
Hardin	(all below the same)	24,215	23,293	922
Chinook		15,615	14,454	1,161
Townsend		15,733	14,870	863
Red Lodge		22,655	22,235	420
Bridger		12,015	11,520	495
Fromberg		11,128	10,527	601
Ekalaka		18,185	16,788	1,397
Great Falls	+09.0203	143,515	139,465	4,050
Cascade	+09.0202	14,121	13,768	353
Sand Coulee		15,552	15,123	429
Belt		12,116	11,736	380
Simms		24,313	23,798	515
Fort Benton		11,619	11,412	207
Big Sandy		17,013	16,604	409
Miles City		21,318	20,951	367
Scobey		14,674	14,227	447
Glendive	+09.0203	30,107	29,243	864
Baker		14,724	13,864	860
Plevna		13,692	13,366	326
Lewistown		23,945	23,156	789
Moore		17,103	16,609	494
Denton		16,010	15,333	677
Manhattan		15,786	15,322	464
Bozeman		83,755	81,072	2,683
Three Forks		23,679	23,081	598

LEA	OE Code	Total	Local	Federal
Belgrade	09.0101	29,145	28,202	943
Jordan	(all below the same)	30.678	29,382	1,296
Box Elder		56,419	54,696	1,723
Havre	+09.0203	36,074	34,791	1,283
Rudyard		28,037	27,058	979
Whitehall		23,965	22,945	1,020
Boulder		36,058	35,274	784
Hobson		13,485	13,058	427
Polson	+09.0203	22,840	22,199	641
Ronan		51,254	47,967	3,287
Charlo		19,993	18,937	1,056
Helena	+09.0203	105,645	102,481	3,164
Augusta		11,001	10,926	75
Libby	+09.0201	30,009	29,462	547
Eureka		18,419	18,177	242
Sheridan		18,073	17,385	688
Twin Bridges		20,723	19,501	1,222
White Sulphur Springs		12,421	11,745	676
Missoula	+09.0201, +09.0299	208,159	200,112	8,047
Roundup		16,337	15,751	586
Malta		28,312	27,428	884
Conrad		20,606	20,010	596
Broadus		24,154	23,676	478
Deer Lodge		20,310	19,723	587
Hamilton		23,308	22,421	887
Sidney		28,627	27,874	753
Fairview		18,559	18,214	345

LEA	OE Code	Total	Local	Federal
Culbertson	09.0101	7,826	7,574	252
Wolf Point		24,294	22,965	1,329
Forsyth		20,818	20,447	371
Rosebud		16,957	16,284	673
Colstrip		38,268	37,809	459
Hot Springs		18,652	18,250	302
Westby		14,584	14,403	181
Medicine Lake		14,802	14,020	792
Plentywood		19,818	19,623	195
Park City		16,261	16,183	78
Columbus		15,432	15,061	371
Absarokee		11,368	10,884	484
Big Timber		21,604	20,940	664
Choteau		14,186	13,942	244
Fairfield		16,349	15,941	408
Sunburst		10,833	10,705	128
Shelby		23,300	22,011	1,289
Hinsdale		14,293	13,850	443
Opheim		22,501	21,548	953
Nashua		21,453	20,595	858
Harlowton		23,174	21,448	1,726
Wibuax		18,166	17,817	349
Laurel		59,921	58,587	1,334
Broadview		9,527	9,317	210
Worden		50,127	48,740	1,387
Shepherd		17,208	16,958	250
TOTALS		2,193,065	2,120,845	72,220

FEDERAL FUNDS COMPARISON

PROJECTED FUNDS FEDERAL VOCATIONAL EDUCATION ACT BLOCK GRANT FY 1985-1988

National Funding Level	754,454,091	661,121,728	634,813,648	625,000,000	625,000,000 Including Adult Ed*	600,000,000 Including Adult Ed	600,000,000 Including Adult Ed	600,000,000 Including Adult Ed
Section 120 Basic Grant	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87	FY 88
Disadvantaged	418,148	397,738	369,959	363,629				
Handicapped	227,381	198,869	184,979	181,815				
Apprenticeship	75,000	49,766	60,000	44,190				
Postsecondary	1,113,328	1,028,880	1,000,046	949,508				
Emerging & Emerg. Occup.	245,000	81,308	0	0				
Sex Bias	50,000	50,000	50,000	50,000				
State Administration	170,000	180,625	174,810	218,986				
Displaced Homemaker	20,716	1,500	10,000	1,964				
Section 130 Program Improvement								
Disadvantaged	104,537	72,774	67,719	66,560				
Handicapped	56,845	36,387	33,860	33,280				
State Administration	42,500	31,875	40,000	39,280				
Guidance	104,537	85,388	67,719	66,560				
Research	61,783	30,852	24,374	23,935				
Exemplary	0	0	10,000	9,820				
Curriculum	18,712	12,870	12,770	12,842				
Teacher Development	133,771	93,720	82,155	90,344				
Section 140 Special Disadvantaged	82,752	57,473	53,453	52,538				
Section 150 Consumer Home Ec.	179,973	116,639	108,474	106,618				
Section 102D Planning & Evalua.	20,688	14,367	13,360	13,131				
	3,125,671	2,541,031	2,363,678	2,325,000	2,022,750	1,941,840	2,003,046	2,210,799
*Adult Education State Administration		Matching Dollars Used			*302,250	*290,160	*299,754	*328,987
	Fed. State	Fed. State	Fed. State					
	454,080 199,858	420,230 213,392	318,512 318,512					
	653,938	633,622	637,024					
Total Administration inclusive of CETA, general fund supplements and indirect costs		697,159	637,024	Note: FY 83 does not reflect CETA funds.				

SECTION C

VOCATIONAL EDUCATION PROGRAM AREAS

The Administrative Rules of Montana (July 1, 1980) define the criteria necessary for program approval and determination:

"10.41.115 APPROVAL OF PROGRAMS. Vocational education programs must have approval of the superintendent of public instruction prior to receipt of funds.

(1) The state director of vocational education shall recommend to the superintendent of public instruction which programs should be approved, based on established criteria and consistent with state and federal law.

(2) All programs shall have a vocational objective. Program subject matter must consist of the knowledge and skills required for the student's successful performance in the vocation. Program titles must refer to vocational objectives and relate to office of education codes.

(3) All significant curriculum changes must be approved by the state director of vocational education. Change requests are accomplished by submitting both the current and revised curricula, with a cover letter indicating the reason(s) for the change and the date that the change is to be effective. A syllabus for each approved vocational course in a program which the institution is offering must be on file.

(4) All programs having a licensure agency must meet requirements of that agency and must prepare the student to be licensed or certified by the statutory licensing board or agency of Montana, the federal government, or by any ogranization with widely accepted certification authority when state licensure is not required.

(5) All preparatory instruction funded by the superintendent of public instruction must be in accordance with approved programs. All such courses, seminars, practicums, etc., must be offered only as part of an approved program unless special approval is granted.

(6) Requests for approval of preparatory programs for secondary students must be submitted at least four months in advance of the starting date of the program. Postsecondary preparatory programs may be submitted at any time but must operate within the center budget approved by the superintendent of public instruction.

(7) Requests for adult and youth vocational courses may be submitted at any time, but must be approved prior to proposed starting date. (History: Sec. 20-7-301 MCA; IMP, Sec. 20-7-301(7) MCA; NEW, 1980 MAR p. 1502, Eff. 6/30/80.)"

"10.41.116 DETERMINATION OF PROGRAMS TO BE OFFERED. Vocational education program offerings shall be determined on the basis of identifiable student interest and need, vocational advisory committee recommendations employment statistics and current occupational surveys.

(1) Programs to meet virtually any vocational training need may be developed for purposes of funding: agriculture, consumer homemaking, wage earning homemaking, distribution and marketing, business and office, technical, industrial, health occupations, prevocational adult vocational, guidance and counseling, research exemplary, curriculum development, special needs, disadvantaged or handicapped, and teacher training.

(2) In any two year program the sequence of the curriculum should be such that students will develop some basic marketable skills during the first year.

(3) In order for state staff members to review programs being operated in local institutions, each institution must maintain current files and records such as course syllabi, cooperative training plans, curricula and course descriptions as approved, inventories of all equipment purchased with vocational funds, annual application, revisions, and supporting schedules, audits, follow-up data, and enrollment reports. (History: Sec. 20-7-301 MCA; IMP, Sec. 20-7-301(7) MCA; NEW, 1980 MAR p. 1502, Eff. 6/30/80.)"

The process used by the Department of Vocational Education Services to implement project approval is twofold.

The on-site vocational program evaluation provides the department necessary "first-hand" knowledge to determine if a program meets the standards as identified in the Administrative Rules of Montana 10.41.115, 10.41.116 and 10.44.201, as well as individual program standards 10.44.202 through 10.44.210. If an on-site visit is not scheduled during the school year, a school will complete the program appraisal instrument (VZ0483), as part of the project application process. The information provided on the program appraisal form will help determine the eligibility of the program based upon the previously mentioned standards.

The other method of program evaluation involves reviewing the local program application which has been completed by the local district and returned to the Department of Vocational Education Services. (Appendix--Secondary Handbook.) The department will determine if the program meets the designated standards based upon information provided by the previously mentioned two methods.

Project Probation

A secondary vocational project may be placed on probation for:

a. not adhering to specific program standards (10.44.202-10.44.210)
b. not adhering to general program standards (10.44.201)
c. noncompliance with sex equity or O.C.R. requirements.

Placing a project on probationary status means a project has not met one or more of the above criteria. If the project is an on-going (previously funded) project the school has one year to correct the deficiency and meet or exceed the standard. At such time the condition is corrected and the standard met, the probationary status is dropped and the project is approved for further funding.

If the condition is not corrected within the year and the standard is not met, the project will not be approved for vocational excess cost funding the following year.

All new programs (those requesting vocational funding for the first time) will be designated non-funding approved during their first year of operation. (New programs are not eligible for excess cost funding until they have been in operation for one year.) If the program meets or exceeds the above standards during the first year of operation, it will be approved for funding the second year and preliminary status will be dropped.

A review of fiscal years 1981 and 1982 indicates several schools were placed on probation for numerous reasons, sex equity deficiencies being most common.

Agriculture - 19	Distributive Education - 1
Business/Office - 74	Trades/Industries - 54
Consumer/Homemaking - 26	Industrial Arts - 34

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Absarokee HS	01.0100		40	21,192
	09.0101		41	11,368
	14.0303		35	19,123
Anaconda HS	09.0101		112	39,217
	14.0303		28	16,235
	14.0702		18	18,043
	17.1001		37	27,121
	17.1300		72	24,104
	99.0401		132	54,600
	99.0404		58	20,221
	99.0406		22	13,980
	99.0408		88	19,835
Augusta	01.0100		43	24,747
	14.0702		26	14,190
Arlee (will not be funded due to missing data)				
Bainville	01.0100		21	21,816
Baker	01.0200		42	23,572
	04.0800C		25	18,018
	09.0101		40	14,724
	14.0303		37	21,453
	14.0303C		33	23,272
	17.1001		6	8,478
Belfry	01.0100		21	28,554
Belgrade	01.0100		51	34,212
	09.0101		67	39,427
	14.0303		68	39,427
	99.0401		14	5,790
	99.0402		27	11,580
Belt	01.0100		36	31,881
	09.0101		60	12,116
	14.0303		40	12,675
Bigfork	09.0101		104	17,266
	14.0704		9	13,830
	17.0302		35	15,605
	99.0401		30	11,300
	99.0402		15	3,569
	99.0406		15	3,569
	99.0409		15	3,569
Big Sandy HS	01.0100		54	27,926
	09.0101		33	17,013
	14.0702		32	27,137

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Big Timber	01.0100		45	31,874
	09.0101		53	21,604
	14.0303		11	9,304
	99.0401		30	13,830
	99.0406		14	6,915
	99.0408		21	6,915
Billings	01.0100		86	60,659
	04.0800C		18	32,723
	09.0201C		92	2,628
	09.0202		14	7,864
	14.0303C		131	
	14.0702C		35	113,773
	14.0704C		52	169,034
	17,0302		219	150,033
	17.1001		77	89,828
	17.1300		45	40,262
	17.1500		58	37,761
	17.1900		74	62,478
	17.2300		79	64,754
	17.9902		57	23,016
Broadus	01.0100		43	28,365
	09.0101		43	24,154
	14.0303		27	36,981
	99.0402		7	14,092
	99.0408		11	8,276
Bozeman	04.0800C		33	31,375
	09.0101		230	83,755
	14.0702		178	68,750
	17.0302		43	27,935
	17.1001		41	28,363
	99.0403		40	15,860
	99.0405		30	11,300
	99.0406		82	20,078
Boulder	09.0101		87	36,058
(Jefferson HS)	14.0303		34	9,442
Box Elder	14.0303		12	3,569
	99.0401		16	3,569
	99.0406		16	3,569
	99.0408		16	3,569
Bridger	01.0100		33	25,672
	09.0101		28	12,015
Broadview	09.0101		14	9,527
	14.0303		2	2,850
	99.0408		9	10,150

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Browning	09.0101		113	35,240
	14.0702		78	19,724
	17.0302		18	26,972
	99.0402		26	32,350
	99.0403		6	3,759
	99.0404		6	3,759
Butte	14.0702		297	111,414
	17.0302		58	46,460
	17.1001		62	31,509
	17.1300		52	32,075
	17.1500		23	28,843
	17.2300		32	68,634
	17.2306		34	10,117
	17.3100		66	27,506
Cascade	01.0100		95	58,699
	09.0100		46	14,121
	14.0704		51	41,170
Charlo	09.0101		22	19,993
	14.0303		19	19,767
	17.0302		12	10,940
	99.0409		21	10,940
Chinook	01.0100		51	27,540
	09.0101		48	15,615
	14.0702C		7	28,897
Choteau	01.0100		52	30,862
	09.0101		31	14,186
Circle	(will not receive funding)			
Clyde Park	01.0100		38	15,052
	09.0101		19	7,528
	14.0303		13	4,243
Colstrip	01.0100		62	30,412
	09.0101		87	38,268
	14.0702		64	31,500
	14.0702C		8	92,952
	99.0401		45	27,992
	99.0408		7	20,994
Columbus	01.0100		64	37,418
	09.0101		30	15,432
	14.0303		59	22,758

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Conrad	01.0100		78	27,976
	09.0101		66	20,606
	14.0303		47	30,819
	99.0402		11	4,500
	99.0403		19	5,270
	99.0408		52	19,780
Corvallis	09.0101		67	18,656
	14.0702		15	12,470
Culbertson	09.0101		13	7,826
	14.0702		9	2,533
Custer	01.0100		27	32,125
	14.0303		5	16,735
Cut Bank	09.0101		75	24,073
	09.0202		4	4,016
	09.0203		6	3,997
	14.0303		18	27,264
	17.0302		52	27,426
	17.1001		12	12,469
Columbia Falls	(new project '82)			
Deer Lodge	01.0100		63	23,152
(Powell Co. HS)	09.0101		95	20,310
	14.0704		9	31,713
Denton	01.0100		21	26,953
	09.0101		13	16,010
Dillon	01.0100		72	40,536
(Beaverhead Co. HS)	09.0101		56	24,613
	14.0702		66	29,338
Darby	(dropped)			
Dutton	01.0100		26	22,476
Ekalaka	01.0100		85	22,962
(Carter Co. HS)	09.0101		46	18,185
Eureka	09.0101		59	18,419
(Lincoln Co. HS)	14.0303		31	10,068
	17.0302		13	15,159
	99.0402		4	11,428
	99.0403		6	11,428
	99.0406		24	23,493
	99.0408		22	6,192
Fairfield	01.0100		36	19,550
	09.0101		20	16,349
	14.0704		55	21,810
	17.0302		25	14,778

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Florence-Carlton	14.0303		32	20,770
	99.0401		53	9,015
	99.0408		13	15,380
	99.0409		14	4,200
Forsyth	01.0100		72	26,232
	09.0101		38	20,818
	14.0702		42	23,700
Fort Benton	09.0101		33	11,619
	14.0702		49	14,657
	17.0302		10	10,336
	17.2300		7	10,336
Fromberg	01.0100		35	23,859
	09.0101		14	11,128
	14.0303		14	10,219
Glasgow	09.0101		116	41,531
	14.0303		36	6,766
	17.0302		28	29,026
	99.0406		21	14,541
Glendive	04.0800		14	8,487
(Dawson Co. HS)	04.0800C		10	6,060
	09.0101		76	30,107
	14.0303		89	9,789
	17.0302		64	10,994
	17.2306		57	19,418
	99.0401		40	21,895
	99.0402		15	83,205
	99.0404		33	10,291
	99.0406		8	12,152
Great Falls	04.0800		189	37,565
	04.0800C		93	18,507
	09.0101		699	143,515
	09.0203C		36	7,011
	14.0303		435	92,273
	14.0303C		35	7,424
	14.0702		84	17,818
	14.0702C		18	3,818
	14.0704		14	2,970
	17.0302		74	37,710
	17.1001		115	57,526
	17.1300		65	44,918
	17.1500		54	37,574
	17.2300		73	51,630
	17.9901C		38	19,561

STATE FUNDED ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Hamilton	09.0101		99	23,308
	14.0303		6	43,717
	17.1001		12	7,952
	99.1001		90	17,609
	99.0403		10	3,976
	99.0406		47	19,313
	99.0409		25	7,952
Hardin	01.0100		38	19,236
	04.0800C		13	7,435
	09.0101		100	24,215
	14.0303		80	31,200
	14.0702		13	8,900
	14.0702C		6	15,617
	17.0302		38	19,242
	99.0401		56	17,080
	99.0406		11	3,355
	99.0409		11	3,355
Harlem	01.0100		49	36,202
	09.0101		48	34,350
Harlowton	01.0100		57	28,825
	09.0101		43	23,174
Havre	04.0800		32	
	04.0800C		31	26,774
	09.0101		129	36,074
	09.0203		30	13,730
	14.0303		190	26,490
	14.0303C		21	2,928
	17.0302		39	5,465
	99.0403		58	16,896
	99.0404		10	11,607
Helena	04.0800C		206	74,208
	09.0101		450	104,486
	09.0203C		5	1,161
	14.0303		320	82,678
	14.0702		116	29,971
	14.0702C		25	6,459
	17.0302		213	110,412
	17.1001		75	51,061
	17.1300		181	60,385
	17.1500		177	46,018
	17.2306		120	72,475
	17.3100		16	15,341
	99.0401		231	73,689

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Hinsdale	01.0100		35	34,911
	09.0101		7	14,293
Hobson	01.0100		26	14,374
	09.0101		38	13,485
	14.0303		12	5,174
Hot Springs	09.0101		43	18,652
	14.0702		42	24,449
	99.0401		13	2,654
	99.0402		15	3,465
	99.0406		8	2,654
	99.0408		15	2,654
Joliet	01.0100		47	15,572
	14.0702		28	11,693
Joplin-Inverness	09.0101		13	20,966
	14.0303		13	8,920
Jordan	09.0101		40	30,678
(Garfield Co. HS)	14.0303		1	839
	14.0702		32	27,677
	99.0401		22	9,501
	99.0406		10	11,794
	99.0409		13	11,794
Kalispell	01.0100		103	70,496
(Flathead HS)	04.0100C		5	7,326
	04.0800		39	12,585
	04.0800C		16	5,168
	09.0101		321	81,958
	09.0203		16	21,517
	09.0203C		7	2,390
	14.0303		65	29,705
	14.0702C		19	8,683
	17.0301		37	20,322
	17.0302		56	29,848
	17.1001		34	9,105
	17.1300		81	29,183
	17.1900		17	7,255
	17.2300		71	31,469
Judith Gap	01.0100		19	18,796
	14.0702		27	23,078
Laurel	09.0101		131	59,921
	14.0303		96	38,166
	14.0702		22	8,756
	17.0302		33	34,685
	99.0406		24	6,096
	99.0409		22	6,006

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Lewistown	01.0100		65	35,667
(Fergus HS)	09.0101		67	23,945
	14.0702		40	38,463
Libby	04.0800C		77	19,065
	09.0101		148	30,009
	14.0303C		11	2,979
	14.0704C		41	11,103
	17.0302		48	27,382
	17.2306		38	35,683
Livingston	01.0100		75	32,218
(Park HS)	04.0800C		17	7,505
	09.0101		126	40,448
	14.0303		37	18,204
	14.0702		64	31,488
	14.0702C		34	16,728
	17.1001		11	15,543
	99.0406		32	16,736
Lodge Grass	(new in 1982)			
Malta	01.0100		45	27,288
	14.0303		20	6,460
Manhattan	01.0100		91	30,113
	09.0101		46	15,786
Medicine Lake	01.0100		40	25,308
	09.0101		22	14,802
Melstone	01.0100		25	24,025
	09.0101		15	14,802
Miles City	01.0100		48	32,791
(Custer Co. HS)	09.0101		97	21,318
	14.0303		106	31,275
	17.0302		36	25,492
	17.1001		16	14,457
	99.0401		47	15,422
	99.0403		27	5,608
	99.0406		50	19,658
	99.0409		34	11,152
Missoula	01.0100		64	37,153
	01.0700		116	56,206
	04.0800		135	61,452
	04.0800C		59	26,845
	09.0101		1,178	208,159
	09.0203C		53	9,424
	09.0299		14	13,226

STATE FUNDING ALLOCATED TO REGULAR SECONDARY PROJECTS 1982

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Missoula (cont.)	14.0303		137	167,420
	14.0702		143	174,746
	14.0702C		63	76,986
	17.1300		40	29,103
	99.0402		20	3,043
	99.0403		20	13,800
	99.0406		77	76,675
	99.0408		29	28,042
	99.0409		66	38,462
Nashua	09.0101		28	21,453
	14.0303		6	25,348
	99.0401		10	7,696
	99.0402		11	3,848
	99.0409		9	3,848
	99.0410		7	3,848
Opheim	01.0100		27	22,419
	09.0101		26	22,501
	14.0704		8	18,319
Park City HS	01.0100		65	30,527
	09.0101		43	16,261
Plentywood	01.0100		74	24,264
	09.0101		57	19,818
Plevna	01.0100		20	12,580
	09.0101		11	13,692
Polson	01.0100		46	28,244
	01.0300		11	6,754
	09.0101		86	22,840
	09.0203		14	5,968
	14.0303		85	28,675
	17.1900		16	6,483
	99.0401		90	20,306
	99.0403		13	5,077
	99.0408		9	15,230
	99.0409		9	10,153
Red Lodge	09.0101		39	22,655
	14.0303		20	12,888
	17.0302		16	22,452
	17.2306		14	16,751
Ronan	01.0100		80	43,604
	09.0101		149	51,254
	14.0303		139	98,937
	14.0704		3	2,090
	17.0302		23	19,965
	17.1001		40	30,616
	99.0403		29	15,308
	99.0409		18	7,653

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
Rosebud	01.0100		39	14,432
	09.0101		31	16,957
	14.0303		37	19,766
Rapelje	14.0303		8	6,610
Roundup	01.0100		53	24,825
	09.0101		69	16,337
	14.0303		7	6,688
	17.0302		33	8,243
	99.0406		25	8,243
Rudyard	09.0101		19	28,037
(Blue Sky HS)	17.2306		14	17,432
Sand Coulee	09.0101		37	15,552
(Centerville HS)	09.0202		2	12,056
	14.0303		17	2,228
	99.0406		7	4,275
	99.0408		10	4,275
Scobey	01.0100		28	16,725
	09.0101		18	14,674
	99.0402		8	6,522
Shelby	01.0100		35	32,907
	09.0101		30	23,300
	14.0303		57	65,442
	17.0302		30	41,812
Shepherd	09.0101		57	17,208
	14.0303		10	12,013
	17.0302		16	17,920
	99.0401		30	11,943
	99.0402		9	5,971
	99.0406		12	5,971
Sheridan	01.0100		30	14,864
	09.0101		74	18,073
	14.0702		3	9,296
Sidney	01.0100		49	19,287
	09.0101		145	28,627
	14.0702		77	7,059
	17.0702C		15	1,155
Simms	01.0100		51	30,423
	01.0300		8	4,772
	09.0101		52	24,313
	14.0303		18	8,716
	14.0704		39	18,876
Stevensville	01.0100		80	25,306
	09.0101		146	19,632
	14.0303		23	22,211

STATE FUNDING ALLOCATED TO REGULAR SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
St. Ignatius	17.1001		6	18,708
	17.2300		4	18,708
	99.0401		34	12,472
	99.0410		7	12,472
Sunburst	09.0101		9	10,833
	17.0302		16	26,656
	99.0409		10	18,018
Three Forks	09.0101		24	23,679
	14.0303		26	30,203
Townsend	09.0101		47	15,733
	14.0702		60	12,890
Troy	09.0101		43	33,619
	14.0702		23	30,590
	17.1001		7	13,683
	17.2306		19	13,683
Turner	01.0100		40	26,013
Twin Bridges	01.0100		38	26,078
	09.0101		31	20,723
	09.0203		7	4,679
Valier	(dropped)			
Victor	09.0101		66	11,882
	09.0203		18	2,880
	14.0303		41	10,435
	99.0409		33	7,362
Wibaux	09.0101		44	18,166
	14.0303		24	18,220
Winifred	01.0100		35	34,120
Whitefish	09.0101		107	33,771
	14.0303		55	30,780
	17.2306		73	25,333
	17.3100		70	71,088
	99.0403		9	14,731
	99.0409		22	21,785
Whitehall	01.0100		42	26,699
	09.0101		80	23,965
	99.0402		11	5,917
	99.0408		17	9,145
	99.0409		13	6,981
Westby	09.0101		19	14,584

STATE FUNDING ALLOCATED TO REGULAR
SECONDARY PROJECTS 1982-83

LEA	OE CODE	CIP	ENROLLMENT	TOTAL LOCAL & STATE FUNDS
White Sulphur Springs	09.0101		22	12,421
	14.0303		23	8,425
	17.0302		16	19,251
	99.0401		23	3,675
	99.0410		19	11,025
Wolf Point	01.0100		45	22,508
	09.0101		33	24,294
	14.0702		29	31,191
Worden (Huntley Project)	01.0100		38	22,458
	01.0300		22	13,122
	09.0101		100	50,127
			24,238	11,656,813

GENERAL SECONDARY VOCATIONAL EDUCATION

Vocational education could be defined as that part of education that makes an individual employable in a particular occupation. It is any educational program below the professional or baccalaureate level that prepares learners for entry into a chosen occupation. Secondary vocational education can be defined as those high school programs (span of grades usually beginning with nine and ending with twelve) which are directly related to the preparation of individuals for paid or unpaid employment, or for additional vocational preparation. Vocational programs include the individual disciplines of Agriculture, Business and Office, Distributive Education and Marketing, Health Occupations, Trades and Industries, and Home Economics Wage Earning. Also included are Consumer Home Economics and Industrial Arts.

Vocational education is an intricate part of general education rather than an independent activity. Any defintion of vocational education stresses its interrelationship with all other forms of education and includes more than providing job skills and job competencies to students. Employers desire employees who can read, write, do math, express themselves adequately, and get along with others on the job. Many of these competencies are not believed to be the role of vocational education but, in fact, are an integral part of vocational education programs.

Vocational education is not to be confused with career education. These two are very interrelated and it seems almost impossible to distinguish one from the other. Both tend to emphasize the preparation of students for work. However, career education is more comprehensive and includes many levels of development: awareness of the world of work and the attitudes necessary for career selection; orientation and exploration of occupations; and the preparation and development of skills for entry level employment. The orientation, exploration and job preparation activities are all within the realm of vocational education. The activities are necessary to everyone at different times in their lives. In Montana the activities begin at the secondary level in the program areas previously identified.

Projected Secondary Vocational Program Enrollments*

FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
24,186	24,829	25,490	26,168	26,952	27,736

*Figures are based upon a duplicated count.

INTRODUCTION TO SECONDARY VOCATIONAL EDUCATION GOALS

In the state of Montana, secondary vocational education programs provide much of the preparatory job training necessary for job entry. Results from a survey conducted by the Montana Advisory Council (1982) for Vocational Education revealed that secondary schools had:

40% of their graduates attend four year institutions (36% completed)
16% of their graduates attend postsecondary vocational education institutions (45% completed)
29% of their graduates entered the work force upon graduation
15% of their graduates were in the military, unemployed or not looking for work

The following annual goals for secondary vocational education program improvement during the planning years 1983, 1984 and 1985 are the result of studies conducted by the Montana Advisory Council on Vocational Education and the Department of Vocational Education Services.

1. Program Evaluation

Montana law requires annual evaluations of approved vocational education projects.

The purpose of the evaluation is to:

a. Identify the elements to be used as a basis for continued program growth and development.
b. Formulate plans for facilitating improvement, development and revision at the local level.
c. Identify those parts of the program that warrant specific attention and improvement.

2. Program Improvement

Provide local districts assistance in meeting annual program needs.

a. Needs assessments--community needs, employment data, student needs, follow-up data, occupational analysis.
b. Goals/planning--philosophy, goals and objectives of the program.
c. Implementation--guidance services, inservice activities, public relations, program supervision, advisory committees.
d. Product--follow-up/placement activities, services for special populations.
e. Evaluation--systematic ongoing local program evaluation, staff utilization, plans for improvement.

3. Program Articulation

a. Provide for the development and use of competency-based vocational curriculum and materials for statewide dissemination.
b. Provide for the development of training programs leading to meaningful employment.
c. Utilize occupational analysis as a basis for competency-based curriculum development.
d. Identify competencies to be mastered at secondary and postsecondary levels.
e. Develop and implement program/curriculum standards for statewide dissemination.
f. Identify sequential and capstone courses which constitute a comprehensive program.

4. Cooperative Training

a. Expand cooperative training opportunities to include a more broad array of occupations.
b. Expand cooperative training curriculum to include the development and utilization of acceptable work habits/attitudes.

c. Provide for the inclusion of job selection, application and retention skills in the cooperative training program.
d. Provide for the development of cooperative training plans, based upon an analysis of entry-level employment competencies by occupation.
e. Emphasize the development of job transferable skills and a means of measuring the degrees of skill mastery.

5. Program Operation

a. Focus on the product of the training rather than the process of training as an indication of success/failure.
b. Provide for the enhancement of occupational decision making (career information, career counseling, testing, and placement services).
c. Provide for the development and utilization of a follow-up system for program graduates.

6. Preservice and Inservice Education

Montana law requires the Department of Vocational Education Services to provide instruction, supervision, administration, teacher training and support personnel in vocational education.

a. Programs, seminars, conferences and workshops to develop or improve instructional and administrative competencies of vocational personnel.
b. Programs or systems that will provide for periodically sending vocational education personnel back to business or industry to keep abreast of current practices.
c. Courses or workshops to be offered by teacher training institutions for the development and improvement of instructional competencies.

The goals previously mentioned are not intended for completion in any given year, rather are seen as an ongoing effort to be continued throughout the three-year period. The revision year, 1986-87, will provide an opportunity for evaluation of what has been accomplished and time for implementation of additional measures if necessary.

Financial resources to be utilized in accomplishing vocational education goals are a combination of the Montana foundation aid program, Montana excess cost funding, and federal vocational education funds. The human resources will consist of personnel from the Department of Vocational Education Services.

In addition to the general program goals, vocational program specialists have identified individual program goals and time lines for completion, which follow.

Program Description

Vocational agriculture programs will continue to be offered during fiscal years 1983-87 to meet the employment demands of Montana's largest industry, agriculture/agribusiness.

Vocational agriculture/agribusiness is typically offered in grades 9-12 at the secondary level and in two-year programs at the postsecondary level. Currently, 77 vocational agriculture teachers provide agricultural instruction to 3,937 students in 70 high schools, and 10 instructors are providing instruction in agriculture to 86 students at three vocational-technical centers.

Because of the varied agricultural conditions and practices throughout the state, the curriculum may vary from one school to another depending on the local emphasis. Earlier studies were conducted to determine the knowledge, skills, attitudes and experiences needed by workers in agribusiness/agricultural production sectors.[1] Job titles and competency commonalities were derived from these studies and as a result a competency based core curriculum is recommended for grades 9-10 with specialization at grades 11-14. Vocational agriculture/agribusiness is a sequential program in which the student's current year experiences build on the previous year's skills. A unique aspect of vocational agriculture is the required supervised occupational experience phase of the program. In addition to classroom and laboratory (shop) instruction, secondary students are placed on farms and ranches and in agriculturally related businesses for work experience. Vocational agriculture teachers supervise their students throughout the year including the summer months. Agriculture education curriculum includes the following general areas of instruction: agricultural production, agricultural mechanics, agricultural sales and service, forestry, horticulture and agricultural natural resources.

At the postsecondary level agricultural mechanics is offered at Helena Vocational-Technical Center (18 students) and the Billings Vocational-Technical Center (15 students). A training program in forestry technology involving 53 students is available at the Missoula Vocational-Technical Center.

More detailed information is contained in the Guidelines for Vocational Education in Montana and Policies and State Administrative Procedures for Vocational Education in Montana, both found in the Appendix.

Sex Fairness

Progress will continue to be made within the area of sex fairness. Although there are no agricultural programs in Montana which limit student access based on sex, information has been collected to determine the level of participation by females in traditionally male dominant classes and male dominant FFA.

[1] Alvin W. Donahoo and Max L. Amberson, Competencies Needed by Employees Entering Agricultural Supplies and Services Occupations (Bozeman: Montana State University, 1974) pp. 1-55.

Evaluation will continue to reveal programs which need improvement in sex equity in relation to facilities, teaching methods and student motivation factors.

Advisory Council Involvement

LEA's that conduct an approved vo-ag program are required to establish a local advisory committee.

An audiovisual presentation on organizing and utilizing vocational education advisory committees was developed through a joint project SACVE and the Office of Public Instruction. This program was used successfully throughout the state and will be available on call for future use by school districts.

The local advisory committee advises the school district about current job needs and the relevance of the program being offered. The advisory committee may also assist the LEA in preparing its five-year plan and annual project proposal. At the postsecondary level advisory committees also assist in job placement.

Special Needs

Disadvantaged and handicapped students continue to be mainstreamed in agricultural education throughout Montana. This is particularly true in schools where vo-ag offers the only shop-related program.

Coordination with Employment Programs

Since the majority of vocational agriculture departments are located in communities which do not have a Job Service Office, vocational agriculture teachers and advisory councils have job placement responsibilities. Traditionally, vocational agriculture teachers have been involved in job placement for supervised occupational experience programs and for permanent employment of graduating seniors. In the majority of the rural communities, farmers and ranchers continue to contact vocational agriculture teachers when they are seeking employees.

Vocational agriculture teachers who teach in cities served by the Job Service usually cooperate with them in finding agriculture-related employment for completers.

Future Farmers of America (FFA)

Future Farmers of America at the secondary level is an integral part of the vocational agriculture program and provides additional opportunities for students to develop career supportive competencies, leadership skills and civic and personal responsibilities.

FFA provides the opportunity for students to participate in competitive activities which are designed to motivate student achievement. By applying what is taught in vocational agriculture, FFA members may compete in public speaking, parliamentary procedure, livestock and crop evaluation and many other areas. This competition occurs at the local, district, state and national levels. In addition, FFA members individually and collectively will be involved in many other worthwhile activities which promote cooperation and good citizenship. Some of these activities will include community service projects, soil and water conservation, county fairs, assisting charities and the needy, and community beautification projects.

Leadership development is stressed at all levels of FFA and several activities will be conducted at the state level to supplement the instructional programs at the local level. A joint Montana-Wyoming state officer leadership seminar will be conducted. Leadership skills learned by 10 Montana state officers will be shared with chapter officers in a series of nine district leadership schools to be conducted at nine locations around Montana. In turn, chapter officers will provide training for their local membership.

A state FFA leadership conference will be conducted annually which will involve approximately 600 members. FFA membership in fiscal years 1983-88 is expected to remain at about 2,100 at the secondary level and 50 at the collegiate chapter at Montana State University. Efforts will continue to be made to increase membership and participation of the Montana FFA Alumni Association.

1985-1987

It is projected that the agriculture education specialist will continue addressing the previously identified objectives. However, tasks and emphasis may change to meet the identified needs of vocational agriculture teachers, students and the industry of agriculture/agribusiness. Data collected from the student follow-up, program evaluations, SACVE and other sources during 1983-85 will be used to project inservice, curriculum and other program needs.

It is anticipated that secondary enrollments will stabilize at approximately 4,000 students by 1985.

The need for inservice must be a continuing process to keep pace with the rapidly changing technology in Montana's most important industry--agriculture. Examples of new technology that will require teacher inservice are seeding with air drills, advanced irrigation systems and no till farming. These advances, and many others, are needed to reduce the high energy costs incurred by farmers. As a result of vo-ag teacher inservice, local vocational agriculture curriculums will be modified or expanded to include new technology. The needs will also exist for adult farmer education to assist farmers in adapting new technology and energy saving methods. With the increased ratio of urban to rural students it will be necessary to emphasize horticulture to a great extent. Two important areas of agriculture, agricultural sales and service (grain, feed, seed, fertilizer, chemicals and irrigation) and horticulture (ornamental horticulture, nursery operations and landscape) are not currently served by a vocational-technical program. The need exists for training workers in both areas.[2] A program should be considered in each area at the vocational-technical center level to help supply trained employees to these areas.

The FFA will continue to be a very important part of vocational agriculture in 1985-87. Financing the FFA is an ongoing problem and efforts will be made to increase funding for FFA activities by increasing the number of contributions to the State FFA Foundation and obtain sponsors for various state FFA awards and activities. The State FFA Alumni Association is expanding in membership and is expected to continue to grow. A Montana State FFA Alumni Conference may be held in 1986.

[2] Montana Department of Labor and Industry, Montana Industry/Occupation Projections, 1985 (Helena: Research and Analysis Division, 1980) pp. 1-52.

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Conduct on-site vocational agriculture program evaluations and evaluation follow-up for the purpose of providing technical assistance and improving program quality at Missoula (Hellgate), Twin Bridges, Polson, Ronan, Deer Lodge, Dillon Missoula Vo-Tech Center. The Office of Public Instruction vocational agriculture evaluation instrument will be used. The secondary evaluations will be conducted from September through December.	X	X			X
2. Phone calls will be made to the superintendent or principal of the following schools to determine the extent to which evaluation recommendations have been implemented and to provide technical assistance: Belgrade, Livingston Clyde Park, Sheridan, Kalispell, Arlee and Stevensville. An annual vocational agriculture review will be conducted using the Office of Public Instruction instrument at Missoula Vo-Tech Center, Helena Vo-Tech Center and Billings Vo-Tech Center.					
Tasks:					
a. The agriculture education specialist in cooperation with SACVE will spend one day at each school scheduled for evaluation conducting the vocational agriculture program evaluation and providing technical assistance. A written evaluation report will be mailed to the school superintendent within 3 weeks of the evaluation. A visitation will be made to Missoula Vo-Tech Center, Helena Vo-Tech Center and Billings Vo-Tech Center to provide assistance in completing their program review.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Administer the Montana Association of Future Farmers of America (State FFA Advisor) and maintain the FFA membership at or above 2,100 members. Increase member participation at the state level by increasing the number over the previous year who apply for state awards. Information will be provided to the postsecondary instructors about the new student organization, National Postsecondary Agricultural Student Organization, and instructors will be encouraged to charter a chapter.					
Tasks:					
a. Nine FFA district leadership training schools will be conducted in nine locations around the state during the month of September. These schools will provide training for chapter officers and advisors who will in turn use the training in their chapters to promote membership and increase member participation.					
b. Organize and conduct a three-day State FFA Leadership Conference in April with at least 95% of the chapters (71 chapters) represented and an anticipated attendance of 800.					
c. Organize and conduct two state FFA officer leadership training workshops for new officers (one in April and one in June).					
d. Prepare and disseminate four issues of the state FFA paper (September, December, March and May).					
e. Schedule a state officer visitation to 56 chapters (80%) to motivate members to participate and promote membership.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Improve vocational agriculture program quality, expand vocational agriculture teacher competencies in new technology and increase the retention of first-year vocational agriculture teachers through a series of inservice workshops and seminars conducted in September, October (MVA), April (FFA State Leadership Conference) and June (Vocational Agriculture Teachers' Update Conference). Workshops (Friday evening and Saturday) in agricultural mechanics will be presented in five locations around the state during January and February. In addition, inservice will be planned and conducted in cooperation with the Agriculture and Industrial Education Department at Montana State University and the vocational agriculture teachers.	X	X		X	
Tasks:					
a. Vocational agriculture teachers will be surveyed in October to determine the inservice needs. An advisory committee will select the areas of inservice to be provided and vocational agriculture teachers will be informed.					
b. A workshop on using the microcomputer in vocational agriculture will be presented to the vocational agriculture teachers in October (MVA).					
c. Two or three vocational agriculture teachers will be selected to attend a national vocational agriculture conference on expanding and improving student's supervised occupational experience programs. The teachers who attend the conference will in turn present a workshop for Montana vocational agriculture teachers at the vocational agriculture teachers' update conference.					
d. First-year vocational agriculture teachers will receive at least one technical assistance visitation by the agriculture education specialist. Assistance will also be provided by phone a minimum of three times during the year.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. Revise (including editing for sex fairness) and update the vocational agriculture core curriculum and five (19 total) teacher curriculum resource units in cooperation with the vocational agriculture teachers and the agriculture education staff at Montana State University. The remaining 14 resource units will be revised in 1983-84 and 1984-85.					
Tasks:					
a. Organize a representative advisory committee of vocational agriculture teachers to advise on selection of appropriate competencies, subject matter material, format and audio-visual and reference components.					
b. Confirm the validity and update the core curriculum competencies to include new technology.					
c. Contract with vocational agriculture teachers who are recognized as leaders in specific vocational agriculture curriculum areas to update teacher resource units.					
d. Review all material for sex equity and publish core curriculum and five resource units prior to the June vocational agriculture teachers' update conference.					
e. Conduct a vocational agriculture teacher inservice on the competency based core curriculum and teacher resource units at the June vocational agriculture teachers' update conference.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
6. Increase the number of approved vocational agriculture programs (70) by establishing one new program and upgrading one non-approved program to approved status. Initial discussions relative to adding vocational agriculture to their school's curriculum have taken place with superintendents at Chester, Havre, Glasgow, White Sulphur Springs and Hysham. Lodge Grass vocational agriculture program will receive first priority for upgrading its vocational agriculture program to approved status.					
Tasks:					
a. The agriculture education specialist will continue to assist school districts that indicate an interest in establishing a vocational agriculture program by providing a visitation to explain vocational agriculture to the school board and other interested community people. Assistance will also be provided to school administrators in conducting a needs assessment, student and community interest surveys, cost projections and facility, equipment and curriculum planning at the request of the school administration.					
b. The agriculture education specialist will visit Lodge Grass High School to assist the school administration and vocational agriculture teacher to achieve the program changes necessary to meet vocational approval.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
7. Collect and interpret student employment and employer satisfaction data (follow-up system) from secondary and vocational-technical vocational agriculture programs to aid in planning and programmatic decisions. The state will be divided into three regions for the purposes of implementing a statewide student follow-up. The follow-up will be implemented over a three-year period beginning in the western region and adding a region each year.					
Tasks:					
a. Data collected from the follow-up will be placed in a report and shared with school districts for use in local program decisions.					
b. The agriculture education specialist will inform the vocational agriculture teachers (in a professional meeting during MVA in October) about the follow-up system and procedures for completing the necessary forms. Assistance will also be provided to vocational agriculture teachers in completing follow-up forms as requested throughout the year.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Conduct on-site vocational agriculture program evaluations and evaluation follow-up for the purpose of improving program quality at Park City, Joliet, Belfry, Red Lodge, Big Timber, Judith Gap, Winifred, Hobson, Augusta, Cascade, Choteau and Dutton. The Office of Public Instruction vocational agriculture program evaluations will be conducted from September through December.	X	X			X
2. Phone calls will be made to the superintendent or principal of the following schools to determine the extent to which evaluation recommendations have been implemented and to provide technical assistance: Columbus, Bridger, Absarokee, Harlowton, Lewistown, Denton, Chinook, Harlem, Turner, Belt, Simms, Big Sandy and Conrad. Conduct a vocational agriculture program review using the Office of Public Instruction review instrument at Helena Vo-Tech Center, Billings Vo-Tech Center and Missoula Vo-Tech Center.	X	X			
Tasks:					
a. The agriculture education specialist in cooperation with SACVE will spend one day at each school scheduled for evaluation conducting the vocational agriculture program evaluation and providing technical assistance. A written evaluation report will be mailed to the school superintendent within 3 weeks of the evaluation. A visitation will be made to Missoula Vo-Tech Center, Helena Vo-Tech Center and Billings Vo-Tech Center to provide assistance in completing their program reviews.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Administer the Montana Association of Future Farmers of America (State FFA Advisor) and maintain the FFA membership at or above 2,100 memers. Increase member participation at the state level by increasing the number over the previous year who apply for state awards. Information will be provided to the postsecondary instructors about the new student organization, National Postsecondary Agricultural Student Organization, and instructors will be encouraged to charter a chapter.	X	X			
Tasks:					
a. Nine FFA district leadership training schools will be conducted in nine locations around the state during the month of September. These schools will provide training for chapter officers and advisors who will in turn use the training in their chapters to promote membership and increase member participation.					
b. Organize and conduct a three-day State FFA Leadership Conference in April with at least 95% of the chapters represented and an anticipated attendance of 800.					
c. Organize and conduct two state FFA officer leadership training workshops for new officers (one to be held in April and one in June).					
d. Prepare and disseminate four issues of the state FFA paper (September, December, March and May).					
e. Schedule a state officer visitation to 56 chapters (80%) to motivate members to participate and promote membership.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Improve vocational agriculture program quality, expand vocational agriculture teacher competencies in new technology and increase the retention of first-year vocational agriculture teachers through a series of inservice workshops and seminars conducted in September, October (MVA), April (FFA State Leadership Conference) and June (Vocational Agriculture Teachers' Update Conference). Workshops (Friday evening and Saturday) in agricultural mechanics will be presented in five locations around the state during January and February. In addition, inservice will be planned and conducted in cooperation with the Agriculture and Industrial Education Department at Montana State University and the vocational agriculture teachers.	X	X		X	
Tasks:					
a. Vocational agriculture teachers will be surveyed in October to determine the inservice needs. An advisory committee will select the areas of inservice to be provided and vocational agriculture teachers will be informed.					
b. A workshop on using the microcomputer in vocational agriculture will be presented to the vocational agriculture teachers in October (MVA).					
c. First-year vocational agriculture teachers will receive at least one technical assistance visitation by the agriculture education specialist. Assistance will also be provided by phone a minimum of three times during the year.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. Revise and update seven competency based vocational agriculture teacher resource units in cooperation with the vocational agriculture teachers and the Agriculture and Industrial Education Department at Montana State University.	X			X	
Tasks:					
a. The agriculture education specialist will coordinate this project through the Agriculture and Industrial Education Department at Montana State University. The subject areas to be revised will be selected by a cooperative agreement between the vocational agriculture teachers and the Agriculture and Industrial Education Department staff at Montana State University. Vocational agriculture teachers with expertise in the selected subject areas will be contracted to do the revisions and present the draft copy to a vocational agriculture teacher, an MSU Agriculture Education Department staff member and the agriculture education specialist of the Office of Public Instruction for final approval and adoption.					
6. Increase the number of approved vocational agriculture programs (71) by establishing one new program.	X				
Tasks:					
a. The agriculture education specialist will continue to assist school districts that indicate an interest in establishing a vocational agriculture program by providing a visitation to explain vocational agriculture to the school board and other interested community people. Assistance will also be provided to school administrators in conducting a needs assessment, student and community interest surveys, cost projections and facility, equipment and curriculum planning at the request of the school administration.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
b. The agriculture education specialist will visit high schools to assist the school administration and vocational agriculture teacher to achieve the program changes necessary to meet vocational approval.					
7. Collect and interpret student employment and employer satisfaction data (follow-up system) from secondary and vocational-technical vocational agriculture programs to aid in planning and programmatic decisions. The state will be divided into 3 regions for the purposes of implementing a statewide student follow-up. The follow-up will be implemented over a three-year period beginning in the western region and adding a region each year.	X	X			X
Tasks:					
a. Data collected from the follow-up will be placed in a report and shared with school districts for use in local program decisions.					
b. The agriculture education specialist will inform the vocational agriculture teachers (in a professional meeting during MVA in October) about the follow-up system and procedures for completing the necessary forms. Assistance will also be provided to vocational agriculture teachers in completing follow-up forms as requested throughout the year.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
~~PRIORITIES FOR 1984-85~~

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Conduct on-site vocational agriculture program evaluations and evaluation follow-up for the purpose of providing technical assistance and improving program quality at Worden, Hinsdale, Scobey, Medicine Lake, Culbertson, Miles City, Ekalaka, Fairview, Sidney and Wibaux. The Office of Public Instruction vocational agriculture evaluation instrument will be used. The secondary evaluations will be conducted from September through December.	X	X			X
2. Phone calls will be made to the superintendent or principal of the following schools to determine the extent to which evaluation recommendations have been implemented and to provide technical assistance: Billings, Hardin, Custer, Roundup, Melstone, Malta, Opheim, Baker, Broadus, Wolf Point, Plentywood, Bainville, Forsyth, Plevna, Rosebud and Colstrip. An annual vocational agriculture review will be conducted using the Office of Public Instruction instrument at Missoula Vo-Tech Center, Helena Vo-Tech Center and Billings Vo-Tech Center.					
Tasks:					
a. The Agriculture education specialist in cooperation with SACVE will spend one day at each school scheduled for evaluation conducting the vocational agriculture program evaluation and providing technical assistance. A written evaluation report will be mailed to the school superintendent within 3 weeks of the evaluation. A visitation will be made to Missoula Vo-Tech Center, Helena Vo-Tech Center and Billings Vo-Tech Center to provide assistance in completing their program review.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Administer the Montana Association of Future Farmers of America (State FFA Advisor) and maintain the FFA membership at or above 2,100 members. Increase member participation at the state level by increasing the number over the previous year who apply for state awards. Information will be provided to the postsecondary instructors about the new student organization, National Postsecondary Agricultural Student Organization, and instructors will be encouraged to charter a chapter.	X	X			
Tasks:					
a. Nine FFA district leadership training schools will be conducted in nine locations around the state during the month of September. These schools will provide training for chapter officers and advisors who will in turn use the training in their chapters to promote membership and increase member participation.					
b. Organize and conduct a three-day State FFA Leadership Conference in April with at least 95% of the chapters (71) represented and an anticipated attendance of 800.					
c. Organize and conduct two state FFA officer leadership training workshops for new officers. One workshop is to be held in April and one in June.					
d. Prepare and disseminate four issues of the state FFA paper (September, December, March and May).					
e. Schedule a state officer visitation to 56 chapters (80%) to motivate members to participate and promote membership.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Improve vocational agriculture program quality, expand vocational agriculture teacher competencies in new technology and increase the retention of first-year vocational agriculture teachers through a series of inservice workshops and seminars conducted in September, October (MVA), April (FFA State Leadership Conference) and June (Vocational Agriculture Teachers' Update Conference). Workshops (Friday evening and Saturday) in agricultural mechanics will be presented in five locations around the state during January and February. In addition, inservice will be planned and conducted in cooperation with the Agriculture and Industrial Education Department at Montana State University and the vocational agriculture teachers.	X	X		X	
Tasks:					
a. Vocational agriculture teachers will be surveyed in October to determine the inservice needs. An advisory committee will select the areas of inservice to be provided and vocational agriculture teachers will be informed.					
b. A workshop on using the microcomputer in vocational agriculture will be presented to the vocational agriculture teachers in October (MVA).					
c. First-year vocational agriculture teachers will receive at least one technical assistance visitation by the agriculture education specialist. Assistance will also be provided by phone a minimum of three times during the year.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. Revise and update seven competency based vocational agriculture teacher resource units in cooperation with the vocational agriculture teachers and the Agriculture and Industrial Education Department at Montana State University.	X			X	
Tasks:					
a. The agriculture education specialist will coordinate this project through the Agriculture and Industrial Education Department at Montana State University. The subject areas to be revised will be selected by a cooperative agreement between the vocational agriculture teachers and the Agriculture and Industrial Education Department staff at Montana State University. Vocational agriculture teachers with expertise in the selected subject areas will be contracted to do the revisions and present the draft copy to a vocational agriculture teacher, an MSU Agriculture Education Department staff member and the agriculture education specialist of the Office of Public Instruction for final approval and adoption.					
6. Increase the number of approved vocational agriculture programs (72) by establishing one new program.	X				
Tasks:					
a. The agriculture education specialist will continue to assist school districts that indicate an interest in establishing a vocational agriculture program by providing a visitation to explain vocational agriculture to the school board and other interested community people. Assistance will also be provided to school administrators in conducting a needs assessment, student and community interest surveys, cost projections, and facility, equipment and curriculum planning at the request of the school administration.					

OBJECTIVES FOR VOCATIONAL AGRICULTURE
PRIORITIES FOR 1984-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
7. Collect and interpret student employment and employer satisfaction data (follow-up system) from secondary and vocational-technical vocational agriculture programs to aid in planning and programmatic decisions. The state will be divided into 3 regions for the purposes of implementing a statewide student follow-up. The follow-up will be implemented over a three-year period beginning in the western region and adding a region each year.	X	X			X
Tasks:					
a. Data collection from the follow-up will be placed in a report and shared with school districts for use in local program decisions.					
b. The agriculture education specialist will inform the vocational agriculture teachers (in a professional meeting during MVA in October) about the follow-up system and procedures for completing the necessary forms. Assistance will also be provided to vocational agriculture teachers in completing follow-up forms as requested throughout the year.					

Program Description

Business and office education programs are offered at the secondary, postsecondary, community college, Indian community college, private school, college and university levels in the state of Montana. The primary purpose is to provide instruction in business related courses, to enhance the opportunities for students seeking employment in the business community and to develop personal skills that will improve employment ability. This includes preparation for initial employment and upgrading to meet the expansion and replacement needs of the business community.

Some of the elements that relate to quality programs in business and office education, regardless of the level, are:

1. instructor competency
2. well-planned curriculum
3. up-to-date equipment
4. vocational objectives
5. adequate facilities
6. advisory committees
7. student organization
8. effective guidance and counseling

The programs offered provide excellent training opportunities for the students of Montana. A great effort is made at all levels to maintain up-to-date programs and equipment. Rapidly changing technology makes this effort a constant and difficult challenge.

The need to update the instructor is as great as the need to update equipment. Since the students we teach will live and work in the future, we must provide them with the most current curriculum, facilities, equipment and instructors possible. This is extremely important. Although expensive, this need must be met if our educational process is to be of benefit to the immediate community and society as a whole.

Computer literacy courses and units must be taught in the business department. The computer and word/information processing industry must be addressed. We must prepare our students to meet the employment needs of this industry which currently needs trained personnel. Students who leave our educational institution must be computer literate. If not, they will be handicapped. Approximately 55% of today's jobs are involved with the information processing industry and by 1990 this will have grown to 75%. During the next 10 years, 10 million jobs (nationwide) will be eliminated because of changing technology. These individuals will have to be retrained to meet the requirements of new jobs created by the new technology. The educational institutions must be prepared to meet this retraining demand.

Proper software and courseware must be developed. At present, there exists a tremendous void in this area. All keyboarding skill development, required for the operation of keyboard controlled equipment, must be taught by business educators certified in teaching of typewriting and office machines at the preschool through university levels. All business education departments must integrate the use of microcomputer and/or computer terminals in all courses in the

business education curriculum in order to familiarize students with the computer as a professional and personal tool and better prepare the student for the world today, as well as the future. Business teacher training institutions must require future business teachers to complete coursework in introduction to computers and data processing and/or methods of teaching data processing and methods of using computers in the business and office curriculum.

During the next five years, efforts will be made to find ways to: increase the use of computers and word/information processing equipment in business and office programs in Montana; continue to provide technical assistance to business and office teachers; identify areas of inservice and preservice training that are needed by Montana business and office teachers and develop ways to meet these needs; continue to improve the Montana Office Education Assocation (MOEA) so that more students may be able to take advantage of the opportunities a quality MOEA program offers; and develop curriculum guidelines that reflect the new and changing technology industry demands.

Secondary

In Montana, 104 of 168 public high schools are presently conducting 137 approved business and office programs. (There is some type of business and office offering at every public high school in Montana.) A secondary program must offer at least the basic courses of typing, accounting, shorthand, etc. Basic business courses (such as general business, record keeping, law, communications, etc.) are highly recommended. The program must offer the "capstone" course to be approvable. The "capstone" course is one which integrates all the skills gained in the prerequisite course. Instruction in the capstone course must include (not limited to) the following: office functions, records management, communications, basic language skills, production typing, machine transcription, receptionist, telephone training, business machines, math, human relations, job search techniques, the concepts involved in word information processing and computer concepts/training and computer literacy. A two-hour block of time for the capstone course is encouraged.

Postsecondary

Postsecondary business and office programs are offered at the five vocational-technical centers, three community colleges, four Indian community colleges and private colleges. The programs at these institutions are designed to provide the student an opportunity to gain employable skills or prepare for advancement or updating. The training available involves a wide variety of program areas including bookkeeping, accounting, business data processing, general clerical, stenographer, secretarial and related typing, keypunch, word and information processing and computer training.

Many schools across the state offer successful adult programs in business and office training.

Colleges and Universities

The six public colleges and universities in Montana are: Montana State University, University of Montana, Northern Montana College, Western Montana College, Eastern Montana College, and Montana College of Mineral Science and Technology. Each of these institutions offers business and office programs. Business teacher education and teacher training is conducted at Montana State University, University of Montana, Northern Montana College, Western Montana College and Eastern Montana College.

Advisory Committee Involvement

All approved business and office programs are required to establish a local advisory council. The advisory council is helpful to the local business and office program in curriculum matters, current employment needs, the relevancy of the program, and in job placement aid.

Special Needs

Special needs students are participating in business and office programs in Montana. This is an area that needs to be addressed to better prepare teachers to meet the needs of these students.

Coordination With Employment Programs

Coordination with local counselors from the employment services or the divisions of Social Rehabilitation Services does take place at the postsecondary level.

Sex Equity

Altering course titles, counseling and recruitment techniques have all helped programs toward elimination of sex stereotyping in business and office programs. Class schedules, texts and materials are constantly being evaluated in an effort to eliminate barriers and stereotypes.

Some barriers that have been identified by teachers are: peer pressure, parental pressure, job skill classified/considered feminine, class registration system, employment outlook, money, lack of information, etc. The teachers have suggested using the following methods and resources to help eliminate these barriers: advertise classes, more accurate/unbiased course description, community public relations, advisory councils, PTA, Job Service, news media, change names of courses, better scheduling, involve the community, etc.

A great deal of work has been done by the Human Potential Development Specialist in an effort to correct some of the effects of personal biases. These personal biases need to be recognized and restrained in order to benefit and not bias students.

Student Organization

The vocational student organization of Office Education Association (OEA) is considered an integral part of the total business and office education program in Montana. No program is considered complete without a chapter of the student organization.

The purposes of OEA are: "To develop student leadership; to improve poise, sociability, attitude and tact; to develop vocational competence in office occupations; to promote student ambition for useful purposes; to learn to plan effectively; to develop an enthusiasm for learning and for remaining knowledgeable in the office field; to develop confidence and a spirit of competition; to learn to get along with others; to develop loyalty through espirit de corpes; and to understand and promote business."

An OEA chapter can be a great learning tool and benefit to students and the program. There are currently 22 secondary chapters with 422 members, two post-secondary chapters with 42 members, one collegiate chapter with 12 members and 31 professional members for a total of 507. This organization has shown gradual growth each year.

OBJECTIVES FOR BUSINESS AND OFFICE
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. On-site evaluations of business and office programs will be conducted at the following schools in accordance with the plan designed by the Assistant Superintendent for Vocational Education Services: Helena HS, Capital HS, Powell County HS, Anaconda HS, Jefferson County HS, Broadwater County HS, Three Forks HS, Beaverhead County HS, Darby HS, Lincoln County HS, Libby HS, Bigfork HS, Polson HS, Hot Springs HS, Ronan HS, Hellgate HS, Corvallis HS and Hamilton HS; assuming that these school districts maintain approved program status. The technical assistance offered will be in the areas of curriculum, equipment, funding, student organization, inservice information, professional organization information, advisory committee, etc. To determine if evaluation recommentations have been implemented, to provide technical assistance and to identify the needs of a program, telephone calls will be made to the appropriate personnel at: White Sulphur Springs HS, Butte HS, Whitehall HS, Manhattan HS, Belgrade HS, Bozeman HS, Park Senior HS, Clyde Park HS, Sheridan HS, Troy HS, Whitefish HS, Flathead HS, Charlo HS, Florence-Carlton HS, Stevensville HS, Victor HS and Arlee HS. The on-site visitations and the telephone calls will also serve as a tool to identify preservice and inservice needs. This information will then be disseminated to the appropriate teacher training institution.	X				
Tasks:					
The business and office specialist and/or other qualified individual(s) will evaluate the business and office programs at the school site using the business and office program evaluation instrument. This process will generally require the evaluator to spend one day at the designated school. Technical assistance will also be provided at this time. A written evaluation report will be prepared and mailed to the school. This report should be returned to the appropriate individual within three weeks of the evaluation process (scheduling and secretarial assistance allowing).					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. Develop a list of business and office programs that are computer and word/information processing hardware and software users in the state of Montana. The type and brand of software and hardware will also be identified. Distribute materials to assist schools in developing proper computer uses.	X	X	X	X	
Task: The business and office specialist and/or other qualified individual(s) will survey the schools to identify computer and word/information processing hardware and software. Develop a resource list from the survey results.					
3. Organize, direct and supervise the state level activities of the Montana Office Education Association (MOEA).	X	X			
Task: The MOEA state advisor and/or qualified individual(s) will organize the supervision and training of the secondary and postsecondary state officers during meetings and conferences, organize summer officer training for secondary officers, organize the secondary fall leadership conference, organize the postsecondary officer election and training, organize the spring state leadership conference, organize information for national officer and national conference, organize summer advisors meeting when needed, and maintain accurate financial records. The success and quality of the meetings and conferences will be the measure of the objective.					

OBJECTIVES FOR BUSINESS AND OFFICE
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Develop a method to assist all levels of business and office education to improve articulation between and among the various levels.	X	X		X	
Task:					
The business and office specialist and/or other qualified individual(s) will organize meetings of the representatives of various program levels to develop a plan to improve articulation between and among levels. In order for articulation to function for the benefit of all, it must be understood and accepted by all involved.					
5. In accordance with legislation passed by the 1979 Legislature, a method of review of the business and office programs at the five vocational-technical centers will be developed in order to attempt to identify a standardized core curriculum.		X		X	
Task:					
Personnel from each center (including members of the teaching staff) along with the business and office specialist will review the written course outline of all programs and options of all of the centers. This group of individuals will then meet to devise a method and time line for standardization. This process should include, if possible, a representative of secondary and collegiate levels. The standardization process will then progress in accordance with time line and plan derived by this group.					

OBJECTIVES FOR BUSINESS AND OFFICE
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. On-site evaluations of business and office programs will be conducted at the following schools in accordance with the plan designed by the Assistant Superintendent for Vocational Education Services: Broadview HS, Park City HS, Joliet HS, Fromberg HS, Red Lodge HS, Sweet Grass Co. HS, Judith Gap HS, Hobson HS, Augusta HS, Joplin/Inverness HS, Havre HS, Box Elder HS, Fort Benton HS, Centerville HS and Cascade HS assuming that these school districts maintain approved program status. The technical assistance offered will be in the areas of curriculum, equipment, funding, student organization information, advisory committee, etc. To determine if evaluation recommendations have been implemented, to provide technical assistance and to identify the needs of a program, telephone calls will be made to the appropriate personnel at: Rapelje HS, Columbus HS, Laurel HS, Absarokee HS, Harlowton HS, Moore HS, Fergus County HS, Cut Bank HS, Browning HS, Shelby HS, Chinook HS, Big Sandy HS, Belt HS, Great Falls HS, CM Russell HS, Simms HS, Fairfield HS and Conrad HS.	X				
Task:					
The business and office specialist and/or other qualified individual(s) will evaluate the business and office programs at the school site using the business and office program evaluation instrument. This process will generally require the evaluator to spend one day at the designated school. Technical assistance will also be provided at this time. A written evaluation report will be prepared and mailed to the school. This report should be returned to the appropriate individual within three weeks of the evaluation process (scheduling and secretarial assistance allowing).					

OBJECTIVES FOR BUSINESS AND OFFICE
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. Update the computer user resource list. Assist the professional organization in planning appropriate conference and workshop activities to assist in updating teachers.	X	X			
Task: The business and office specialist and/or other qualified individual(s) will identify which equipment and software being used by which schools to update the resource list. The business and office specialist will assist the professional organization in a consultive manner and in committee work.					
3. Organize, direct and supervise the state level activities of the Montana Office Education Association (MOEA).	X	X			
Task: The MOEA state advisor and/or other qualified individual(s) will organize the supervision and training of the secondary and postsecondary state officers during meetings and conferences, organize summer officer training for secondary officers, organize the secondary fall leadership conference, organize the postsecondary officer election and training, organize conference planning meeting, organize spring state leadership conference, organize information for national office and national conference, organize summer advisors meeting when needed, and maintain accurate financial records. The success and quality of the meetings and conferences will be the measure of the objectives. The election process will be analyzed for effectiveness by the current state officers, written survey of former state officers, current and former MOEA advisors, and the OEA state advisor. The election process will be adjusted according to the results.					

OBJECTIVES FOR BUSINESS AND OFFICE
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Implement articulation process for business and office programs in accordance with the plan developed in FY83.	X	X	X	X	X
Task:					
The business and office specialist and/or other qualified individual(s) will begin implementation of the articulation plan developed in FY 83.					
5. The plan to develop a standardized curriculum will continue.	X				
Task:					
Continue to implement the plan developed for standardizing the business and office curriculum. This year will hopefully see completion and agreement if time, funding, and proper assistance allow.					

OBJECTIVES FOR BUSINESS AND OFFICE
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. On-site evaluations of business and office programs will be conducted at the following schools in accordance with the plan designed by the Assistant Superintendent for Vocational Education Services: Shepherd HS, Scobey HS, Culbertson HS, Custer County HS, Fairview HS, Sidney HS, Jordan HS, and Wibaux HS assuming that these school districts maintain approved program status. The technical assistance offered will be in the areas of curriculum, equipment, funding, student organization, inservice information, professional organization information, advisory committee, etc. To determine if evaluation recommendations have been implemented, to provide technical assistance and to identify the needs of a program, telephone calls will be made to the appropriate personnel at: Billings Career Center, Billings West HS, Billings Senior HS, Hardin HS, Custer HS, Roundup HS, Malta HS, Saco HS, Glasgow HS, Nashua HS, Opheim HS, Baker HS, Broadus HS, Wolf Point HS, Plentywood HS, Bainville HS, Forsyth HS, Dawson County HS, Rosebud HS and Colstrip HS. The on-site visitations and the telephone calls will also serve as a tool to identify preservice and inservice needs. This information will then be disseminated to the appropriate teacher training institution.	X				
Task:					
The business and office specialist and/or other qualified individual(s) will evaluate the business and office programs at the school site using the business and office program evaluation instrument. This process will generally require the evaluator to spend one day at the designated school. Technical assistance will also be provided at this time. A written evaluation report will be prepared and mailed to the school. This report should be returned to the appropriate individual within three weeks of the evaluation process (scheduling and secretarial assistance allowing).					

1985-87 Projections

The needs of the business and office area are, and will continue to be, constantly changing. It can be predicted that the business and office specialist will continue to identify and respond to the needs of the field, evaluate the work that has been done in the previous years to be able to continue what has been beneficial and improve on other areas. Areas of continual concern will be preservice and inservice for teachers, keeping up with the changing technology as it pertains to equipment and curriculum, responding to the needs of industry, finding ways to improve the Montana Office Education Association, and responding to and assisting the field in improving business and office education in Montana.

DISTRIBUTIVE EDUCATION GOALS AND FUNDING RATIONALE

Program Description

Distributive and marketing education is a vocational instructional program designed to meet the needs of persons in grades 11-12 who have entered, or are preparing to enter, a distributive or marketing occupation requiring competencies in marketing, management and merchandising.

The instructional program in distributive and marketing education includes, but is not limited to, competencies in the following areas:

1. Introduction to Marketing & Distributive Education
2. Job Finding and Orientation
3. Business Environment
4. Human Relations
5. Communications
6. Operations and Control
7. Merchandising Math
8. Buying and Ordering
9. Merchandising Principles
10. Sales Promotion
11. Sales and Service
12. Management and Decision Making

There is a great need to establish a competency based curriculum to supplement computer assisted instruction in the marketing and distributive education program.

In Montana there are 18 secondary marketing and distributive education programs with 15 male and 3 female teacher coordinators. The total number of students served for FY82 was 1,514 (619 male, 695 female).

The types of courses that are available in Montana are:

Marketing I-11th grade/semester
Marketing II-11th grade/semester
Marketing III-12th grade/semester
Marketing IV -12th grade/semester
or
Distributive Education I-11th grade/one year
Distributive Education II-12th grade/one year

The sources of funding for the distributive education programs in Montana include state monies utilizing the excess cost funding formula as determined in the state plan and monies that are generated to vocational education programs through local mill levies and foundation aid.

The responsiblity for administering and supervising all components of the distributive education programs within the state is charged to the marketing and distributive education state specialist. The primary administrative functions at the state level include:

1. Planning a statewide training program for secondary and postsecondary students
2. Budgeting for distributive education programs
3. Approving course outlines and curriculum development
4. Assisting in the identification of qualified instructors
5. Promoting distributive education
6. Supervising and providing leadership to DECA youth organization activities
7. Interpreting legislative regulations governing the program
8. Maintaining financial records
9. Evaluating programs based on program standards
10. Supervising seven state DECA officers
11. Assisting in writing the annual state plan and accountability report in the areas of distributive education
12. Providing on-site visitations to assist local schools with requests on technical assistance

Elimination of Sex Stereotyping

The distributive education enrollment figures for FY 82 indicated 41% male and 59% female ratio at the secondary level. The program will continue to be available to both male and female students. Distributive education curricula and instructional materials provide nontraditional occupational information. In addition, the advisory committees for distributive education include representation of both sexes. The vocational student organization for FY82 included 57% female and 42% male ratio.

Advisory Committees

The value of state and local advisory committees in the development of distributive education has been recognized since the inception of the program. As the scope of the program has expanded, the need for advisory committees has become more urgent. In order to meet the needs of youth who have career interests in the field of marketing and distribution, it is essential to have the advice and counsel of representatives of business labor and industry, education, parents, students and minority groups. Both sexes have been represented on 18 advisory committees for distributive education programs in FY 82. Distributive education coordinators are and will be encouraged to strengthen these committees.

Coordination With Employment and Manpower Programs

Distributive education programs will continue to coordinate efforts with Employment Security Division and SOICC. Projections for future enrollments in distributive education are based on consideration of many factors such as projection of total high school enrollment, availability of postsecondary offerings and employment and training needs of the community. Sources of data which are utilized by distributive education programs in Montana are business census reports, local chamber of commerce and practical research by the teacher coordinators such as: community or occupational surveys, graduate follow-up surveys and consumer surveys.

Special Needs

Disadvantaged and handicapped students continue to be mainstreamed in distributive education programs in Montana. There is a need to increase the entry level job skills for the handicapped students in order to place them into distributive education/cooperative education programs.

Student Organization

DECA (Distributive Education Clubs of America) should be viewed by an advisor as indispensable to the development of certain competencies essential to success in a distributive work environment. Thus, the club is an integral part of the distributive education program. A key principle is that chapter activities should compliment, supplement and strengthen instruction. Combined with classroom instruction and on-the-job training or simulated learning experiences, chapter activities round out and enrich the total instructional program. Nineteen programs on the secondary level had DECA chapters in FY 81 and 561 members. FY 82 had eighteen programs and 536 members. There is an expected 20% increase in membership over the next five years. This increase is based upon the students needs to gain competencies in the career areas of wholesale, retail trade, computer literacy, hotel/motel management, tourism and marketing skills for energy related occupations.

Projections

The Bureau of Labor Statistics predicts that by 1990 an active economy will have created almost 20 million new jobs. Half of them will be professional and technical workers, managers and salespeople. More than 2 million new jobs will be created for business managers, largely as employees of corporations and chain operations. Distributive education students will need to develop occupational competencies to be employed in the future work force. At the present, one third of the work force is employed in marketing; the percentage is likely to increase.

In addition, marketing and distributive educators must learn how to apply new technology and be able to demonstrate the specialized marketing competencies required by employers with utilization of a competency based curriculum in the classroom.

In Montana if there is a decrease in state excess cost funding for distributive education programs, then the quality and existence of the programs will be affected. Financial participation by federal and state governments implies some measure of control of the use of funds by those bodies. The attitude that a distributive educator takes toward such control is usually closely related to the quality of the program he/she operates. Those who have good programs usually favor the enforcement of such standards.

Program Description

Postsecondary marketing and distributive education in Montana is a program of occupational education designed to prepare persons for positions in the fields of marketing and distribution. The program provides vocational training at various levels of preparation including supervisory and managerial responsibilities found in retail, wholesale and industrial types of businesses. Preparation is designed to meet the needs of students who are entering as well as advancing in their chosen marketing careers.

There are eight instructors within six MDE postsecondary programs in Montana. The programs are located at Billings, Great Falls and Missoula Vocational-Technical Centers and at Flathead, Dawson County and Miles Community Colleges. These institutions offer a one- or two-year curriculum. In addition, specialized curriculums such as fashion merchandising, retailing, marketing management and basic marketing are offered.

Program titles for Montana postsecondary programs are varied although the basic principles are similiar. The program titles that identify the postsecondary distributive programs are:

1. Mid-Management
2. Basic Marketing
3. Retail Management
4. Distributive Education

The curriculum for postsecondary MDE programs in Montana consists of a marketing core, supportive areas, management skills, individual development and specialized area competencies.

1. Marketing Core
   - A. Marketing Principles
   - B. Salesmanship
   - C. Retail/Wholesale
   - D. Promotion

2. Supportive Areas
   - A. Communications
   - B. Mathematics
   - C. Economics
   - D. Business Organization
   - E. Business Law
   - F. Finance
   - G. Accounting
   - H. General Education

3. Management Skills
   - A. Supervision
   - B. Management Principles
   - C. Human Relations
   - D. Decision Making/Problem Solving
   - E. Business Ethics

4. Individual Development
   A. Leadership
   B. Career Decision Making
   C. Personal Development
   D. Employment and Advancement

5. Specialized Area Competencies
   A. Fashion Merchandising
   B. Real Estate
   C. Insurance
   D. Banking
   E. Cooperative Education

The responsibility for administering and supervising many components of the MDE programs within Montana is charged to the marketing and distributive education state specialist. The primary administrative functions at the state level include:

1. Plan inservice training workshops for postsecondary instructors
2. Approve/disapprove course outlines and curriculum development
3. Collect and maintain cooperative education training agreements
4. Interpret legislative regulations governing the program
5. Evaluate programs based on program standards
6. Provide on-site visitations to assist postsecondary institutions with requests for technical assistance
7. Coordinate articulation among secondary, postsecondary and collegiate MDE programs
8. Coordinate conference activities for postsecondary MDE student organizations

Elimination of Sex Stereotyping

The postsecondary MDE programs will continue to be available to both male and female students. MDE programs will serve all students who express a career interest in the field of distribution and are available for full-time study in preparation for entering the labor force.

Advisory Committee

An advisory committee composed of representatives of a broad range of distributive businesses within a geographical area have been established on the postsecondary level. Representatives of the committee are encouraged to participate in the planning of the curriculum for the MDE programs.

Coordination With Employment and Manpower Programs

The postsecondary MDE programs will continue to coordinate efforts with the Employment Security Division. Labor supply and demand statistics are utilized to provide current job availability data to students as well as determining data on the future labor force for Montana.

Special Needs

Disadvantaged and handicapped students are enrolled in the postsecondary programs throughout Montana. In many of the vocational-technical centers a student enrolled in an MDE program is enrolled by a sponsoring agency, such as Vocational Rehabilitation Services, WIN and CETA.

Student Organization

At the postsecondary level, a Montana DECA charter has been established. However, most institutions in Montana choose to identify their organization as a Mid-Management Association or a Marketing Club.

The student organization provides an opportunity for the student to develop marketing competencies through regional competition and market research. In addition, the organizations aid the secondary DECA chapters at the State DECA Career Development Conference. Some of their responsibilities include judging competency based events, tabulating contest results, managing the operation of contests, serving as advisor to students and providing articulation between secondary and postsecondary MDE programs.

Projections

1. Labor supply and demand statistics for Montana indicate an increase in jobs in the field of marketing and distribution. Since an increase in employment opportunities over the next three years is in the area of retail-wholesale trade, general merchandise, apparel and accessories, food service, hotel/motel management and personal services, MDE programs will likely be in demand to meet student career objectives in marketing and distribution. MDE programs will be necessary to meet the occupational training needs of the future labor force.

2. If federal funding decreases for the postsecondary mid-management programs, legislative support will have to increase in order to maintain the existing quality level of postsecondary vocational education.

3. Within the next five years the postsecondary MDE curriculum will be revised for competency based instruction accompanied by community occupational task analysis.

4. Since annual program reviews will be accomplished, the vocational-technical centers will formulate plans for improvement, development and expansion.

5. The state of Montana has the greatest need for increased federal funding appropriations for new program development, curriculum development and equipment for postsecondary marketing and distributive education programs.

OBJECTIVES FOR MARKETING AND DISTRIBUTIVE
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Rewrite the distributive education program guidelines for 17 secondary programs. There will be a section on program requirements that are mandatory and a second on guidelines.	X				
Task: The secondary program requirements will be rewritten by the DE specialist and implemented in 17 programs when approved through administrative procedures.					
2. Curriculum revision will be a priority in 1982-83. A competency based curriculum will need to be developed on computer assisted instruction for marketing and distributive education programs on the secondary and postsecondary levels.	X	X			
Task: Conduct a CIA workshop for 27 distributive education teacher-coordinators and administrators during the fall of 1982 and summer of 1983 at the MSU distributive education lab.					
3. Program improvement and requirements will be initiated during 1982-83.	X	X			
Task: A team evaluation consisting of one DE teacher and the state DE specialist will review four postsecondary (Great Falls, Missoula, Billings and Helena) and four secondary (Missoula, Libby, Helena Capital and Helena HS) during months of October-April 1982.					

OBJECTIVES FOR MARKETING AND DISTRIBUTIVE
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Inservice training on CAI applied to DE for 27 DE/Marketing teachers will be a priority in 1982-83.	X	X			
Task: Inservice training will be provided at the annual DE teacher-coordinator conference in the fall (Sept.) of 1982. This will be a conference offered each year. The 1982-83 conference will concentrate on computer assisted instruction and computer literacy for all marketing and DE teacher-coordinators. Directions and needs of program instructors will be addressed through discussion, guest speakers and hands-on experiences.					
5. Plan, organize and coordinate state, regional and national DECA conferences for 17 secondary Montana DECA chapters and approximately 560 members.	X				
Task: Coordinate, plan and organize the DECA Board of Governor's Conference in Bozeman on October 3-4, 1982; two state officer meetings in Helena and Kalispell on January 8, 1983 and March 12, 1983; the Western Regional DECA conference in Portland, Oregon on November 20-22; the State Career Development Conference in Kalispell on April 10-12, 1983 and the National DECA Conference in May 1983.					
6. Develop a promotional brochure for postsecondary marketing and DE programs in Montana.		X			
Task: With the assistance of the Montana Association of Marketing Educators, a brochure will be developed by the state DE specialist and MAME officers in July 1982. The brochure will be disseminated to all DE/marketing instructors in October 1982 for distribution to counselors and students in Montana secondary schools for an awareness of the postsecondary marketing/DE programs available after high school.					

OBJECTIVES FOR MARKETING AND DISTRIBUTIVE
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Curriculum revision will be a prioritiy in 1983-84.	X	X			
Task: The DE curriculum guidelines will be rewritten by 27 DE teachers during a workshop at MSU. Competency based instruction will be assessed and include curriculum development in the areas of computer assisted instruction and energy as well as additions in the marketing core curriculum for secondary and postsecondary programs.					
2. Promoting the establishment of new DE/marketing programs will be a priority in 1983-84.	X				
Task: The DE specialist will make 15 on-site visitations to possible new program areas, accept and review requests for DE proposals and distribute brochures to all secondary and postsecondary institutions to promote the development of two new secondary DE/marketing programs throughout the state for 1983-84. The brochures were developed and completed in October 1982.					
3. A follow-up of vocational education students will be implemented in 10 DE/marketing programs for 1983-84 on the secondary level and 5 programs at the vo-techs.	X				
Task: The follow-up process will be implemented by the Office of Public Instruction and 10 DE/marketing secondary programs will conduct a follow-up study of their students. Five programs at the vo-techs will conduct a follow-up in 1983-84.					

OBJECTIVES FOR MARKETING AND DISTRIBUTIVE
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. DE program articulation with 27 DE instructors and administrators on the secondary, postsecondary and collegiate level will be a priority in 1983-84.	X	X	X	X	
Task:					
At the annual DE coordinators conference, 27 DE instructors and administrators will improve program articulation among 17 secondary programs, three vo-techs, three community colleges and 1 collegiate level program. Through the DE conference, ways to increase student enrollment from one level to the next will be established by the DE coordinators.					
5. Plan, organize and coordinate state, regional and national DECA conferences for 17 secondary Montana DECA chapters and approximately 560 members.	X				
Task:					
Coordinate, plan and organize the DECA Board of Governor's Conference in Bozeman during October 1983; two state officer meetings in Helena and Billings during January and March of 1984; the Western Regional DECA conference during the month of November; the State DECA Career Development Conference in Billings during April 1984 and the National Career Development Conference in May 1984.					

OBJECTIVES FOR MARKETING AND DISTRIBUTIVE
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Curriculum guidelines that were assessed in 1983-84 on computer assisted instruction and energy will continue to be developed in 1984-85.	X	X			
Task: The DE competency based curriculum guidelines will be developed by 27 DE coordinators on the secondary, postsecondary and collegiate level at a workshop at MSU during the summer of 1984-85. Curriculum guidelines will be completed by the fall of 1985 and disseminated to all DE teacher-coordinators on the secondary, postsecondary and collegiate levels.					
2. The follow-up study of five secondary marketing/DE programs and six postsecondary programs will continue during 1984-85.	X				
Task: Five DE programs and six postsecondary will utilize the OPI follow-up system and report data as requested by the office. The previous 12 secondary programs will also continue to be involved in the follow-up on an annual basis.					

OBJECTIVES FOR MARKETING AND DISTRIBUTIVE
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Program improvement of secondary marketing and DE programs.					
Task:					
Team evaluations consisting of one DE teacher and the state DE specialist will review approximately three secondary programs in Billings, Hardin and Baker during the months of October through April 1985.					
4. Plan organize and coordinate state, regional and national DECA conferences for 17 secondary Montana DECA chapters and approximately 560 members.	X	X			
Task:					
Coordinate, plan and organize the DECA Board of Governor's Conference in Bozeman during October 1984; two state officer meetings in Helena and Missoula during January and March 1985; the Western Regional DECA Development Conference in Missoula during April 1985 and the National Career Development Conference in May 1985.					

Program Description

At the present time there are no vocationally approved secondary programs. This situation is due to the fact there has not been a state specialist whose main responsibility was health occupations for the past five years. Unless vocational education administrative funding is increased either at the state or federal level, the staffing pattern will not change and secondary programming will be slow in developing. School districts do not perceive health occupations as a need area and consider the program costly to implement compared to the reimbursements they receive. Curriculum for secondary exploratory and aide programs are available but time to provide technical assistance to establish these programs is limited.

Postsecondary vocational-technical health occupation programs located at the vocational-technical centers are: 2 respiratory therapy technicians, 1 operating room technician, 1 dental assistant, 2 nurse aide/attendants and 5 practical nurse programs. On successful completion of these programs, the graduates are eligible to take the State Board examination for licensure. All other programs except the nurse aide/attendant are approved by the appropriate national association or in the process of actively seeking this approval.

During FY 81, there were 293 graduates from these programs. Postsecondary programs consist of graduates in these areas: 172 practical nurses, 53 nurse aide/attendants, 33 dental assistants, 20 respiratory technicians and 15 operating room technicians. Placement of all graduates actively seeking employment has been in the high 80 percentile.

There are approximately 20 full-time and 11 part-time vocationally certified teachers serving these programs.

Other technician programs are offered within the hopsital setting and two associate degree nursing programs are offered within the community junior college setting. By the challenge approach, some mobility has been established for the practical nurse graduate into the associate degree program.

Sex Fairness

Male enrollment into all postsecondary health occupation programs has increased slightly. Sex stereotyping in recruitment materials has been eliminated. Factors which inhibit male enrollment into health occupation aide and technician programs are low salaries, lack of career mobility and work hour scheduling.

Advisory Committees

All postsecondary health occupation programs utilize an advisory committee. These committees are involved in advising the staff on curriculum modifications to remain updated with technological advances and utilization of health personnel within the industry setting, to assist in yearly self-evaluation of the program, to assist in the placement of graduates, to assist the instructors in identifying possible clinical experiences for students, and to keep the public informed regarding the programs.

Special Needs

The open door policy of the postsecondary vocational-technical centers accommodates all students. Any student who demonstrates an ability to benefit from a program in health occupations is accepted into a program. Counseling is available to all students and remedial assistance in communication, math, reading and science skills are made available to those students requiring special assistance to enter or complete a program.

Coordination With Employment

Students eligible for employment training programs are enrolled in the regular postsecondary health occupation programs.

Student Organization

Limited health occupation student involvement with the VICA organization has been experienced. This can be attributed to the wide age range enrolled in the health occupation programs, the concentrated coursework required within the programs, and the minimum staffing evident in each of the programs.

Projections

The Research and Analysis Section of the Employment Security Division, Montana State Department of Labor and Industry in their 1980 publication, Montana Industry/Occupation Projections 1985, are projecting high demand growth rates in health care personnel. These include dental assistants, practical nurses, health aides and nurses aides. As health care costs continue to escalate, as the support of health care by the federal government continues to decrease, and as technological advances affect the delivery of health care, it can be predicted that the pattern of health care delivery will change. These changes will have an impact on a large sparsely populated state such as Montana. Montana now has 96 hospitals and 93 nursing homes exclusive of state supported institutions. Major medical centers may be developed in larger communities with the smaller rural hospitals acting as secondary care centers providing wellness, preventive first aid, chronic illness and nursing home care. If such a system does develop, training at the aide and technician area in a vocational setting should be expanded. The nurse aide curriculum should be revised to accommodate training of nurse aide/attendant, geriatric aide and home health care. The expanding role of the practical nurse in intravenous therapy should be clarified and the practical nurse curriculum revised to meet this expanding role. A system to locate clinical experience for students in rural areas should be explored and clinical training for the respiratory therapy technician, dental assistant and operating room technician should be expanded into urban communities outside of where the training program is offered to satisfy statewide needs in these areas. As hospital confinement continues to be shortened the implementation of physical therapy and occupational therapy aides who could operate within a home health agency setting should be explored. If investigation proves there is a shortage of registered nurses in Montana and not a maldistribution, the organization of an associate degree nursing program within the postsecondary vocational setting

should be considered. Telecommunciations and video programming should be developed to assist in placing students for clinical experience in the rural areas and to provide continuing education programs for rural health care personnel. It is imperative that all agencies involved in the health care delivery coordinate activities in training and continuing education.

Goals and Objectives

The five-year goals are:

1. To continue to support the present health occupation programs offered at the postsecondary centers by providing, upon request, technical assistance in curriculum revisions, yearly self-evaluations and distribution of up-to-date resource material.

2. To attend all State Board of Nursing meetings which will address practical nursing and accompany the Board on their evaluation visits to the schools.

3. To encourage the evaluation of the role of the practical nurse in intravenous therapy by providing the opportunity for practical nurse education, practitioners, hospital and nursing home administrators, members of the Board of Nursing and appropriate Department of Health personnel to meet and discuss subjects.

4. To remain current in the advances and changes in the health care industry in Montana by communicating with agencies and organizations (state and national) involved in health care industry.

5. To provide technical assistance in the development and implementation of secondary health occupation programs.

6. To encourage implementation of different teaching approaches to expand service areas of health occupation programs to better serve the needs of the industry and the students.

7. To provide technical assistance in the development and implementation of postsecondary vocational health occupation programs identified as occupational need areas for Montana.

OBJECTIVES FOR HEALTH OCCUPATIONS
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To continue to provide technical assistance to the health occupation programs located at the postsecondary vocational-technical centers.		X			
Tasks:					
Attend pertinent State Board of Nursing meetings and inform schools of action taken. Accompany Board on scheduled evaluation of Practical Nurse Association. Revise evaluation instrument to complement vocational education rules. Provide technical assistance in the revision of nurse aide curriculum to accommodate emerging occupations. Provide leadership in the effort to obtain a practical education nurse appointment to the State Board of Nursing.					
2. To promote health exploratory programs within secondary school systems.	X				
Tasks:					
Identify two schools listing health occupations as a growth area in their five-year plans. Offer technical assistance to two secondary schools in implementing a health occupation program. Monitor implemented programs to assure they meet the standards of an approved vocational education program.					

OBJECTIVES FOR HEALTH OCCUPATIONS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To continue to provide technical assistance to the health occupation programs located at the postsecondary vocational-technical centers.		X			
Task: Assist the health programs in the effort to expand their clinical training facilities into the rural areas, and to provide for their students a more realistic training setting. Assist the dental assistant programs and respiratory technician at Great Falls Vo-Tech Center to expand its clinical training system into more urban areas in the state.					
2. To provide leadership in the evaluation of the role of the practical nurse in intravenous therapy.		X			
Tasks: Gather resource materials from other states and national organizations regarding the role of the practical nurse in intravenous therapy. Provide the opportunity for practical nurse educators, practitioners, hospital and nursing home administrators, members of the Board of Nursing and appropriate Department of Health personnel to meet and discuss the subject. Provide technical assistance to one practical nurse program in the updating of curriculum to address intravenous therapy. Research other state efforts in expanding the rural hospital role in the clinical training of health occupation students.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Continue to promote the development of secondary health exploratory programs.	X				

Tasks:

Assist the hospital association in the updating of its health career publication and assist in disseminating it to all guidance counselors. Develop a shared service format which will encourage rural schools to offer health occupation programs on a periodic basis. Assist the state cooperative education specialist in encouraging the development of multi-occupation cooperative programs so that students interested in the health field can be accommodated in schools with no health occupation programs.

OBJECTIVES FOR HEALTH OCCUPATIONS
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Continue to provide technical assistance to the health occupation programs at the postsecondary vocational-technical centers.		X			
Tasks:					
Monitor the progress of intravenous therapy programs for practical nurse education and, if feasible, encourage the implementation of programs into four other practical nurse programs. Survey the need for LPN continuing education in the intravenous therapy techniques and, if feasible, encourage the development of vocational adult education programs. Continue to monitor and evaluate all health occupation programs offered at vocational-technical centers.					
2. Continue to offer technical assistance to secondary health occupation programs and promote the implementation of secondary health occupation programs.	X				
Tasks:					
Provide technical assistance to any school requesting assistance. Monitor those programs which have been implemented.					

INDUSTRIAL ARTS EDUCATION

Program Description

Two vocational areas, trade and industrial education and technical education, complete the sequential program of industrial education in Montana that begins with the prevocational area of industrial arts. State and federal vocational education funding supports programs at the five public postsecondary vocational-technical centers and at 61 high schools. Technical education is offered only at the postsecondary level in Montana at public vocational-technical centers in Butte, Helena and Missoula, at community colleges in Glendive, Miles City and Kalispell, and at Northern Montana College in Havre. Technical education includes civil engineering technology, electrical technology, industrial electronics technology, electro-mechanical technology, surveying technology and others. The primary purpose is to prepare students for work in these fields as technicians, usually at a level between production and professional occupations. While technical occupations may deal with similar industrial areas to those classified as trade and industrial, emphasis is given to the underlying mathematical and scientific principles involved in testing, designing, planning and other operations involved in the techological aspects of an occupation.

Trade and industrial education prepares students for entry into service or production work in construction, manufacturing, communication and power/transportation fields. Programs are conducted at 5 public vocational-technical centers, 45 high schools, 2 community colleges, 1 four-year college, 3 correctional institutions, several Indian schools and a variety of private trade schools. In addition, apprenticeship programs are involved in training in certain trades. Among the trade and industrial programs are auto body repair, auto mechanics, diesel mechanics, drafting, welding, carpentry, machine shop, small engine repair and numerous others, including highly specialized areas such as watchmaking and aviation mechanics.

Industrial arts education fills a supportive role to the vocational segments of industrial education in addition to its general education objectives. By ensuring that students through exploratory experiences have become familiar with the materials, processes, and products of industry and have gained insight into occupational possibilities, industrial arts helps them make more meaningful, informed choices for commitment to a trade, industrial or technical program. Also, through prevocational instructional units, students are given preparation for advancement into vocational education programs.

Secondary programs at grades 11 and 12 are offered by some schools as prevocational industrial arts and at others as trade and industrial education. While at first glance the equipment, facilities and activities may look the same, a marked difference exists according to the following listing of major characteristics:

Trade and Industrial

1. vocational (job entry) objectives
2. larger time blocks for instruction
3. instruction in more depth
4. specialized equipment as used in industry
5. taught by teacher with trade experience
6. content reflects specific job requirements

Prevocational Industrial Arts

1. introductory objectives
2. typical scheduling
3. broader in scope
4. more common equipment only
5. instructor schooled in general industrial arts
6. teaches representative skills of the field

Currently, technical education programs are offered in 4 funded programs in 3 schools involving 203 students and 8 teachers. Trade and industrial programs at the postsecondary level involve 1,224 students at 5 schools in 26 programs with 57 instructors. At the secondary level 83 programs in 45 schools with 109 teachers involve 4,247 students. Industrial arts programs being funded number 84 in 44 schools with 4,069 students and 53 teachers.

An industrial education curriculum is developed giving close consideration to the skills and knowledge required for performance on the job. Technological advances are having a profound effect in all occupations and particularly in industry oriented vocations. It is difficult to keep programs current and to respond to needs by updating curricula, upgrading instructors' knowledge, equipping programs with what is being used and utilizing advanced methods of teaching. Goals for industrial education for the five-year planning period give emphasis to these needs.

Examples of areas needing attention include: (1) computer assisted instruction; (2) microprocessor use in auto emission control and fuel saving devices; (3) the impact of immense breakthroughs in electronics; (4) the effects of energy conservation on construction practices; (5) the current job market implications of energy production in the state; and (6) the need for a sound grounding in basics in order for vocational education graduates to be flexible in a changing industrial setting.

Major emphasis will be given in the next three years to improving the employability skills of vocational education students. It is recognized that technical skills and knowledge are needed for employment, but more and more evidence shows the need for the personal development that is essential for success on the job. Integration of organized activities proven effective in this area will be emphasized along with another tool for the purpose, programs of the vocational student organization, VICA.

Goals for industrial education also have been formulated for other recognized facets of vocational education including reduction of sex role stereotyping and bias, meeting the needs of special populations such as disadvantaged and handicapped students, increasing advisory committee involvement and coordination with other employment and training programs.

1986-1987

Planning for the fiscal years 1986 and 1987 is being done on the basis of the same general guiding assumptions as for 1983-1985 which are the results of current information, trends in the job market, enrollment patterns, etc. However, it is expected that changes in emphasis may be identified during the next three years that will have to be addressed when specific objectives and tasks are written for 1986 and 1987.

Collection of planning information from follow-up surveys, program evaluation, industry input, various studies, and publications will be an ongoing activity in anticipation of developing specific plans for the final two years of the planning period. Other variables exist in the projected results of activities to be conducted in the first three years.

These variables are projected to involve:

1. Increased inservice for instructors;
2. Identification of additional means to equip programs with current tools and processes; and
3. Emphasis on affective education.

Continued stress will be given the proven elements of quality programs--safety, facilities, follow-up, advisory committees, competency based curricula, adequate budgets, vocational student organization and others.

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Highest priority for the 1982-83 year will be to initiate and help conduct a curriculum development project that upon completion will result in recommended competency based curriculum guides in nine areas of trade and industrial education and a guide for integrating employability skills instruction into all programs.	X	X	X	X	X
Tasks:					
Write and distribute a request for proposals to appropiate individuals in the state by June 15, 1982. Request provisions for: a) identification and formation of steering committees for each area, b) gathering and review of existing materials, c) adoption of the best materials and format to use as a pattern, d) development of initial task listing and verification by industry and instructors, e) adopting of task listings and identifying secondary/postsecondary articulation guidelines, and f) other essential tasks to ensure success of the effort. Review, modify and approve/disapprove proposals of scheduled activities. Participate in activities and monitor progress during the year. Receive final reports and materials, plan and initiate FY 84 activities.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. Evaluate programs using team visitations, on-site specialist reviews and other means to ensure compliance with requirements and to identify areas where assistance can be provided.	X	X			X
Tasks:					
Conduct on-site visitations to 19 secondary schools, including Helena Capital, Deer Lodge, Anaconda, Boulder, Townsend, Three Forks, Twin Bridges, Dillon, Darby, Eureka, Libby, Bigfork, Polson, Hot Springs, Ronan, Hellgate, Corvallis and Hamilton. Evaluate the 5 postsecondary vo-tech centers in Billings, Butte, Great Falls, Helena and Missoula with visitation teams. Assist in conducting the annual review of the 5 vo-tech centers by applying evaluation criteria to programs of trade, industrial, and technical education. Pilot test the use of NOCTI student proficiency exams in one postsecondary and one secondary school. Review secondary project proposals and take appropriate action to approve, approve with probation or disapprove. Schedule and conduct follow-up activities for probationary programs. Assist as a team member in evaluating the teacher education program at Northern Montana College.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Upgrade teachers in their technical skills and knowledge to help them keep instruction current with recent technological advances and areas of new emphasis.	X	X	X	X	X
Tasks:					
Review proposals resulting from the FY 83 RFP for professional development. Make recommendations, assist in making instructors aware of the project, play an active role in reviewing other proposals. Develop a proposal through Montana State University, Northern Montana College or Western Montana College to provide workshops in six locations in the state in February or March 1983 for all industrial education teachers. Topics are to be identified during meetings with MIEA, instructors and teacher educators. Emphasis will be given to computer education, safety, employability skills and new curriculum. Assist in conducting the workshops. Conduct an assessment of current certification practices in the state to gather input for possible revisions. Utilize a written survey and discussions at various professional meetings. Compile results by March 1, 1983. Conduct a January meeting of key instructors, MIEA officers, teacher educators, industry contacts and others to identify directions for future professional development activities.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Increase the participation of students and instructors in programs of the Vocational Industrial Clubs of America (VICA) as a means of enhancing student motivation and personal development, reinforcing instruction in employability skills, assisting in building a bridge between education and industry, and gaining other benefits of available VICA programs.	X	X			X
Tasks:					
Plan and conduct an October or November workshop for instructors to introduce and develop basic competency in the use of VICA as an instructional tool. Assist 10 schools in the organization of new chapters or activating former chapters by visiting, making presentations and helping with various details of initiating activities. Conduct meetings and conferences as part of the yearly program of work: 1) secondary state officer training (Aug. 2-3, Bigfork); 2) Fall Leadership Conference for local officers and advisors (Oct. 4-5, Great Falls); 3) postsecondary VICA meeting (Nov., Helena); 4) state officer meeting (Jan., Helena); 5) State Leadership Conference and Skill Olympics (Apr. 18-20, Havre); 6) coordination of National VICA Conference trip (June, 1983, Louisville, KY). Administer the membership, financial and management functions of the Montana Association of VICA. Initiate and assist in conducting a complete review by advisors and industry representatives of competitive events with the intention of updating and ensuring appropriateness to training programs. Develop additional industry sponsorship by making contacts, providing information, making presentations and other follow-up activities.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. In response to needs identified by the Office of Public Instruction and SACVE surveys, review of project applications, on-site evaluation and individual contacts, visits and phone requests, technical assistance for program improvement will be provided to schools by phone, by sending information, by visiting schools, and by referring them to other sources of help.	X	X			X
Tasks:					
Make phone contacts with the following schools as part of the technical assistance/evaluation plan: White Sulphur Springs, Butte, Whitehall, Belgrade, Bozeman, Livingston, Troy, Whitefish and Bigfork. Others will be identified as project applications are processed. Phone and, if necessary, visit each school with new programs or first-year teachers. Provide assistance as needed. Phone and, if necessary, visit programs currently on probationary status to assist with compliance problems. Monitor progress and provide technical assistance with construction at Butte Vo-Tech Center.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
6. Promote quality vocational education programs through cooperation with various professional and support groups, agencies and individuals involved in vocational education.	X	X	X	X	X
Tasks:					
Fill a leadership role in fostering the activities of the American Vocational Association, Montana Vocational Association, Montana Industrial Education Association and Montana Council of Local Administrators. Cooperate with the State Advisory Council on Vocational Education, the State Vo-Ed Planning Council and other state and local advisory groups by providing information and other assistance. Provide assistance to Office of Public Instruction staff members and others to help them attain goals in meeting special needs of vocational education students, overcoming sex bias in vocational education, planning and reporting, and coordinating employment and training activities.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Initiate and help conduct a project that will promote use of the task listings developed in FY 82 and formulate specific performance objectives for each area.	X	X	X	X	X
Tasks:					
Distribute RFP's by May 1, 1984 which solicit responses for providing direction, establishing committees, writing/adapting objectives, validating results, printing of materials developed, and other tasks essential to success of the project. Review, modify and approve/disapprove proposals of scheduled activities. Participate in activities and monitor progress during the year. Receive final reports and materials, plan and initiate FY 85 activities.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. Evaluate programs using team visitations, on-site specialist reviews and other means to ensure compliance with requirements and to identify areas where assistance can be provided.	X	X			X
Tasks:					
Conduct on-site visitations to 10 secondary schools: Broadview, Red Lodge, Big Timber, Joplin, Havre, Box Elder, Fort Benton, Centerville, Choteau and Rudyard. Assist in conducting the annual reviews of the five vo-tech centers by applying evaluation criteria to programs of trade, industry and technical education. Review secondary project proposals and take appropriate action to approve, approve with probation or disapprove. Schedule and conduct follow-up activities for probationary programs. Assist as a team member in evaluating the teacher education program at Western Montana College. Assess the compatibility of the NOCTI and other available student proficiency exams with the task listings developed for Montana. Pilot test two postsecondary and two secondary schools.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Upgrade teachers in their technical skills and knowledge to help them keep instruction current with recent technological advances and areas of new emphasis.	X	X	X	X	X
Tasks:					
Conduct a January meeting of key instructors, MIEA officers, teacher educators, industry contacts and others to identify directions for future professional development activities. Solicit and assist in developing projects for professional development in industrial education. Date for RFP's is April 1984. Develop a proposal through Montana State University, Northern Montana College or Western Montana College to provide workshops in six locations in the state in February or March 1984 for all industrial education teachers. Topics are to be identified during meetings with MIEA, instructors and teacher educators. Emphasis will be given to computer education, safety, employability skills and new curriculum. Assist in conducting the workshops. Develop proposed certification revisions, distribute for comment and work to implement.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Increase the participation of students and instructors in programs of the Vocational Industrial Clubs of America (VICA) as a means of enhancing student motivation and personal development, reinforcing instruction in employability skills, assisting in building a bridge between education and industry, and gaining other benefits of available VICA programs. Tasks: Plan and conduct area meetings for VICA advisors in October and November. Assist 10 schools in the organization of new chapters or activating former chapters by visiting, making presentations and helping with various details of initiating activities. Conduct meetings and conferences as part of the yearly program of work (dates and locations to be identified): 1) secondary state officer training; 2) Fall Leadership Conference for local officers and advisors; 3) postsecondary VICA meeting; 4) state officer meetings; 5) State Leadership Conference and Skill Olympics; 6) coordination of National VICA Conference trip. Administer the membership, financial and management functions of the Montana Association of VICA. Develop additional industry sponsorship by making contacts, providing information, making presentations and other follow-up activities.	X	X			X

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. In response to needs identified by the Office of Public Instruction and SACVE surveys, review of project applications on-site evaluation and individual contacts, visits and phone requests, technical assistance for program improvement will be provided to schools by phone, by sending information, by visitations and by referrals to other sources of help.	X	X			X
Tasks:					
Make phone contacts with the following schools as part of the technical assistance/evaluation plan: Rapelje, Laurel, Moore, Lewistown, Sunburst, Cut Bank, Browning, Shelby, Great Falls, Fairfield and Conrad. Others will be identified as project applications are processed. Phone and, if necessary, visit each school with new programs or first-year teachers. Provide assistance as needed. Phone and, if necessary, visit programs currently on probationary status to assist with compliance problems. Visit and keep aware of the new facilities situation at Butte Vo-Tech Center. Provide assistance in planning the move and implementation of the programs at the new center.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
6. Promote quality vocational education programs through cooperation with various professional and support groups, agencies and individuals involved in vocational education.	X	X	X	X	X
Tasks:					
Fill a leadership role in fostering the activities of the American Vocational Association, Montana Vocational Association, Montana Industrial Education Association and Montana Council of Local Administrators. Cooperate with the State Advisory Council on Vocational Education, State Vo-Ed Planning Council and other state and local advisory groups by providing information and other assistance. Provide assistance to Office of Public Instruction staff members and others to help them attain goals in meeting special needs of vocational education students, overcoming sex bias in vocational education, planning and reporting and coordinating employment and training activities.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Initiate and help conduct a project to develop instructional strategies and materials for implementing the recommended curricula developed in the first two years of the project.	X	X	X	X	X
Tasks:					
Distribute RFP's to solicit a project to coordinate, develop and distribute materials for the implementation phase of the curriculum project. Review proposals, approve/disapprove, schedule activities. Participate in activities and monitor progress during the year. Receive final reports and materials plan and initiate FY 86 activities. Conduct curriculum workshops at Vocational Education Leadership Conference, and during regional industrial education spring meetings.					
2. Evaluate programs using team visitations, on-site specialist reviews and other means to ensure compliance with requirements and to identify areas where assistance can be provided.	X	X			X
Tasks:					
Conduct on-site visitations to 8 secondary schools: Shepherd, Scobey, Miles City, Ekalaka, Fairview, Sidney, Jordan and Wibaux. Assist in conducting the annual reviews of the five vo-tech centers by applying evaluation criteria to programs of trade, industry and technical education. Review secondary project proposals and take appropriate action to approve, approve with probation or disapprove. Schedule and conduct follow-up activities for probationary programs. Plan for implementation of competency testing as a part of program evaluations starting in FY 86. Specific activities to be identified.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Upgrade teachers in their technical skills and knowledge to help them keep instruction current with recent technological advances and areas of new emphasis.	X	X	X	X	X
Tasks:					
Conduct a January meeting of key instructors, MIEA officers, teacher educators, industry contacts and others to identify directions for future professional development activities. Develop a proposal through Montana State University, Northern Montana College or Western Montana College to provide workshops in six locations in the state in February or March 1985 for all industrial education teachers. Topics to be identified during meetings with MIEA, instructors and teachers educators. Emphasis will be given to computer education, safety, employability skills and new curriculum. Assist in conducting the workshops.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Increase the participation of students and instructors in programs of the Vocational Industrial Clubs of America (VICA) as a means of enhancing student motivation and personal development, reinforcing instruction in employability skills, assisting in building a bridge between education and industry, and gaining other benefits of available VICA programs.	X	X			X
Tasks:					
Plan and conduct area meetings for VICA advisors in October and November. Assist 10 schools in the organization of new chapters or activating former chapters by visiting, making presentations and helping with various details of initiating activities. Conduct meetings and conferences as part of the yearly program of work (dates and locations are to be identified): 1) Secondary state officer training; 2) Fall Leadership Conference for local officers and advisors; 3) postsecondary VICA meetings; 4) state officer meeting; 5) State Leadership Conference and Skill Olympics; 6) coordination of National VICA Conference trip. Administer the membership, financial and management functions of the Montana Association of VICA. Develop additional industry sponsorship by making contacts, providing information, making presentations and other follow-up activities.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. In response to needs identified by the Office of Public Instruction and SACVE surveys, review of project applications, on-site evaluation and individual contacts, visits and phone requests, technical assistance for program improvement will be provided to schools by phone, by sending information, by visits to schools and by referrals to other sources of help.	X	X			X
Tasks:					
Make phone contacts with the following schools as part of the technical assistance/evaluation plan: Billings, Hardin, Roundup, Malta, Saco, Glasgow, Nashua, Baker, Broadus, Wolf Point, Plentywood, Forsyth, Glendive and Colstrip. Others will be identified as project applications are processed. Phone and, if necessary, visit each school with new programs or first-year teachers. Provide assistance as needed. Phone and, if necesary, visit programs currently on probationary status to assist with compliance problems.					

OBJECTIVES FOR TRADE AND INDUSTRY
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
6. Promote quality vocational education programs through cooperation with various professional and support groups, agencies and individuals involved in vocational education.	X	X	X	X	X
Tasks:					
Fill a leadership role in fostering the activities of the American Vocational Association, Montana Vocational Association Montana Industrial Education Association and Montana Council of Local Administrators. Cooperate with the State Advisory Council on Vocational Education, State Vo-Ed Planning Council, and other state and local advisory groups by providing information and other assistance. Provide assistance to Office of Public Instruction staff members and others to help them attain goals in meeting special needs of vocational education students overcoming sex bias in vocational education, planning and reporting, and coordinating employment and training activities.					

WAGE EARNING HOME ECONOMICS

Program Rationale

The various subject areas of home economics are relevant to a variety of paid occupations. Wage earning home economics education in Montana consists of preparatory and/or supplementary programs at the secondary and postsecondary levels. Emphasis is given to the development of employment competencies in paid occupations utilizing the knowledge and skills of home economics.

An increasing number of people dine outside the home, leave their children in child-care centers, purchase ready-made clothing, want help with designing home interiors, and require clean, pleasant surroundings in homes, hotels, hospitals, schools and public buildings. With the expanded demand for services, the need for more trained employees in the areas of care and guidance of children; clothing management, production and service; food management, production and service; home furnishings, equipment and service; and institutional and home management and service is apparent.

Employment reports indicate that job openings in wage earning home economics are increasing and projections for the future indicate further increases. For example, the third largest industry in the nation, food service, employs 4 million workers to prepare, serve and clean-up after 1 billion meals each week.[1] This industry needs 250,000 new workers each year.

Advisory Committee Involvement

Local advisory committees are vital to the maintenance of quality in wage earning home economics programs. Home economics instructors often utilize their committee to help establish a dialogue between the community and the educational program. In addition, wage earning home economics advisory committees have been instrumental in helping to determine available job opportunities, establish both short-term and long-term goals for the program, determine criteria for selecting training stations and creating a rapport between business and the program.

Special Needs Population

Special needs students continue to be mainstreamed in wage earning home economics programs. The effectiveness of this concept has been enhanced following inservice training and distribution of the handbook entitled "Special Helps for Mainstreamed Students in Home Economics," which helped home economics instructors to better understand the learning problems of these students.

In addition, wage earning home economics teachers often work cooperatively with special education personnel in designing successful learning experiences for the special needs student. Under this arrangement, these learners have access to the systems of vital information needed for independent living.

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[1] Forecast for Home Economics, March 1981, page 42.

Sex Equity

The positive attitude of males enrolled in Montana's wage earning home economics programs supports the rationale for the expansion of male enrollment in these programs throughout the nation.

Findings in informal studies conducted in Montana are most encouraging concerning males enrolled in home economics classes. The majority of males indicate they do not encounter sex-stereotype problems in wage earning programs. Substantial progress in the involvement of males in FHA/HERO is also being realized.

Vocational Student Organization

Future Homemakers of America (FHA/HERO) has been expanded to better meet the needs of students enrolled in wage earning home economics classes by the inclusion of HERO chapters. FHA/HERO is considered an integral part of wage earning home economics. The goals of the FHA/HERO organization is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

The wage earning home economics program in the secondary school is the foundation on which FHA/HERO is built. It provides a framework in which youth-planned and youth-directed activities can extend beyond the classroom to enrich learning and develop leadership.

Wage Earning Home Economics Statistical Data

Approximately 600 students, grades 11 and 12, are enrolled in 15 approved wage earning home economics programs.

Goals of Wage Earning Home Economics Education, FY 83-88

In order to provide leadership for wage earning home economics in Montana, the following goals have been identified for 1983-88:

1. Promote the expansion of wage earning home economics programs at the secondary level.

2. Encourage postsecondary and adult preparatory and supplemental wage earning programs that contribute to economic development.

3. Improve vertical and horizontal articulation of instructional programs.

4. Develop and implement outreach and retention programs for targeted populations.

5. Support preservice and inservice education.

6. Facilitate leadership development through the Future Homemakers of America (HERO).

7. Promote research consistent with the mission and priorities of vocational wage earning home economics education.

8. Support curriculum and program implementation which addresses priority issues in wage earning home economics programs.

Specific objectives and tasks have been designated for 1983-85 which directly relate to these goals.

For the years encompassed in this plan beyond 1985, work is contemplated to further address these goals for the two-year period. The specific nature of the goals will be identified in planned objectives and activities listed in the annual program plan for each appropriate year. The goals are presented to assist the broad conceptual planning of wage earning home economics education for the state.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. In accordance with the evaluation plan designed by the Assistant Superintendent for Vocational Education Services, on-site program evaluations will be conducted in the following wage earning home economics programs located in Helena (Capital), Twin Bridges, Libby, Polson and Missoula (Hellgate). On-site visitations will be made to these schools assuming they maintain an approved program status. Adhering to the above mentioned plan, telephone calls will be made to the following schools: Kalispell and Victor. The purposes of these calls are to monitor evaluation recommendations, provide technical assistance and identify program needs.	X	X			X
Tasks:					
The wage earning home economics specialist and/or other qualified designee(s) will spend one day at the school site reviewing the program using the wage earning home economics self-evaluation instrument as the measurement tool. A written report will be generated and returned to the school.					

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. To expand, enrich and improve wage earning home economics programs and activities throughout Montana, secondary and postsecondary students will be provided with adequate preparation for skill development for employment in home economics related occupations.	X	X			X

Tasks:

The wage earning home economics specialist and/or qualified designee will provide services to LEA's which will stimulate the expansion and improvement of quality wage earning home economics programs. Assistance will be provided in the following areas:

A survey will be conducted to identify quality wage earning home economics instructional material available for the secondary and postsecondary level.

Disseminate through workshops and other means the curriculum and instruction materials related to wage earning home economics education which would be appropriate for program enrichment to LEA personnel.

Annually coordinate and conduct preservice activities with the two universities for the purpose of preparing qualified wage earning home economics instructors.

Upon request and/or need, provide technical assistance to deliverers of secondary and postsecondary education which will lead to program improvement. This will be a continuing and ongoing effort. Areas of emphasis will be: advisory committees, funding processes and procedures, equipment rotation plans, facility remodeling, curriculum revisions, new methods of teaching, gender equity, legislative updates and resource materials for specific content areas and technological changes.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. A variety of inservice educational activities will be made available annually which will assist in maintaining and upgrading the occupational, professional and educational skill proficiencies of wage earning home economics education instructors.	X	X			X

Tasks:

The wage earning home economics education specialist and/or other qualified designee will do the following:

Based on input from a statewide home economics subject matter advisory committee, establish inservice priorities and implement as many activities as financially possible which address issues impacting wage earning home economics education.

Plan, coordinate and assist in providing inservice activities to teachers for the purpose of upgrading their competencies.

Disseminate to LEA personnel selected inservice activities which are innovative/exemplary through workshops and other processes.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Planning, organizing and directing leadership development activities will be provided to ensure continuation of valuable learning experiences to Future Homemakers of America/ HERO members in all affiliated chapters.	X	X			X

Tasks:

The State FHA/HERO Adviser and/or other qualified designee will:

Plan and facilitate a minimum of two Executive Council meetings during the 1983 school year.

Plan and coordinate one State Leadership Conference for approximately 800 secondary students.

Introduce and promote proficiency events on a statewide basis. To facilitate this task, a publication entitled "Montana Proficiency Events Handbook" will be disseminated to all chapters in the fall of 1982.

Research and develop effective leadership activities to be used in leadership seminars for state officers.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. A wage earning home economics education "Program Promotion Kit" will be developed for dissemination to home economics personnel for use in approvable vocational wage earning home economics programs. This will assist the public in understanding vocational wage earning home economics education as an integral part of vocational education in Montana.	X	X			X

Tasks:

The wage earning home economics education specialist and/or other qualified designee will:

Develop a wage earning home economics education promotion kit to be disseminated to LEA home economics personnel. Included in this kit will be: press release information and materials, suggested presentations about wage earning home economics, vocational education week promotional ideas and techniques, methods and procedures for utilizing community resources, and public relations techniques.

Promote the use of the wage earning home economics "Program Promotion Kit" to LEA wage earning home economics personnel whenever and wherever possible.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. In accordance with the evaluation plan designed by the Assistant Superintendent for Vocational Education Services, on-site program evaluations will be conducted in the following wage earning home economics programs located in Havre and Sand Coulee. Adhering to the above mentioned plan, telephone calls will be made to the following schools: Cut Bank and Great Falls.	X	X			X
Tasks:					
The wage earning home economics specialist and/or other qualified designee(s) will spend one day at the school site reviewing the program using the wage earning home economics self-evaluation instrument as the measurement tool. A written report will be generated and returned to the school.					

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. To expand, enrich and improve wage earning home economics, education programs and activities throughout Montana, secondary and postsecondary students will be provided with adequate preparation for skill development for employment in home economics related occupations.	X	X			X
Tasks:					
The wage earning home economics specialist and/or other qualified designee will provide services to LEA's which will stimulate the expansion and improvement of quality wage earning home economics programs. Assistance will be provided in the following areas:					
Disseminate through workshops and other means the curriculum and instruction materials related to wage earning home economics education which would be appropriate for program enrichment to LEA personnel.					
Annually coordinate and conduct preservice activities with the two universities for the purpose of preparing qualified wage earning home economics instructors.					
Upon request and/or need, provide technical assistance to deliverers of secondary and postsecondary education which will lead to program improvement. This will be a continuing and ongoing effort. Areas of emphasis will be: advisory committees, funding processes and procedures, equipment rotation plans, facility remodeling, curriculum revisions, new methods of teaching, gender equity, legislative updates and resource materials for specific content areas and technological changes.					

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. A variety of inservice educational activities will be made available annually which will assist in maintaining and upgrading the occupational, professional and educational skill proficiencies of wage earning home economics education instructors.	X	X			X

Tasks:

The wage earning home economics education specialist and/or other qualified designee will do the following:

Based upon input from a statewide home economics subject matter advisory committee, establish inservice priorities and implement as many activities as financially possible which address issues impacting wage earning home economics education.

Plan, coordinate and assist in providing inservice activities to teachers for the purpose of upgrading their competencies.

Disseminate to LEA personnel selected inservice activities which are innovative/exemplary through workshops and other processes.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Planning, organizing and directing leadership development activities will be provided to ensure continuation of valuable learning experiences to Future Homemakers of America/HERO members in all affiliated chapters.	X	X			X

Tasks:

The State FHA/HERO Adviser and/or other qualified designee will:

Plan and facilitate a minimum of two executive council meetings during the 1984 school year.

Plan and coordinate one State Leadership Conference for approximately 800 secondary students.

Conduct proficiency events at the State FHA/HERO Leadership Conference. Three events will be designed for consumer and homemaking emphasis and three events will cover wage earning home economics.

Plan and conduct two leadership development seminars for state officers so they, in turn, can provide effective leadership in managing and conducting activities and business of the Association.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. A wage earning home economics education "Program Promotion Kit" will be developed for dissemination to home economics personnel for use in approvable vocational wage earning home economics programs. This will assist the public in understanding vocational wage earning home economics education as an integral part of vocational education in Montana.	X	X			X
Tasks:					
The wage earning home economics education specialist and/or other qualified designee will:					
Promote the use of the wage earning home economics "Program Promotion Kit" to LEA wage earning home economics personnel whenever and wherever possible.					

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. In accordance with the evaluation plan designed by the Assistant Superintendent for Vocational Education Services, on-site program evaluations will be conducted in wage earning programs located in schools which are scheduled for visitations during 1985. Adhering to the above mentioned plan, telephone calls will be made to wage earning programs located in schools scheduled for follow-up telephone calls in 1985.	X	X			X
Tasks:					
The wage earning home economics specialist and/or other qualified designee(s) will spend one day at the school site reviewing the program using the wage earning home economics self-evaluation instrument as the measurement tool. A written report will be generated and returned to the school.					

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. To expand, enrich and improve wage earning home economics education programs and activities throughout Montana, secondary and postsecondary students will be provided with adequate preparation for skill development for employment in home economics related occupations.	X	X			X

Tasks:

The wage earning home economics specialist and/or other qualified designee will provide services to LEA's which will stimulate the expansion and improvement of quality wage earning home economics programs. Assistance will be provided in the following areas:

Disseminate through workshops and other means the curriculum and instruction materials related to wage earning home economics education which would be appropriate for program enrichment to LEA personnel.

Annually coordinate and conduct preservice activities with the two universities for the purpose of preparing qualified wage earning home economics instructors.

Upon request and/or need, provide technical assistance to deliverers of secondary and postsecondary education which will lead to program improvement. This will be a continuing and ongoing effort. Areas of emphasis will be: advisory committees, funding processes and procedures, equipment rotation plans, facility remodeling, curriculum revisions, new methods of teaching, gender equity, legislative updates and resource materials for specific content areas and technological changes.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. A variety of inservice educational activities will be made available annually which will assist in maintaining and upgrading the occupational, professional and educational skill proficiencies of wage earning home economics education instructors.	X	X			X

Tasks:

The wage earning home economics education specialist and/or other qualified designee will do the following:

Based upon input from a statewide home economics subject matter advisory committee, establish inservice priorities and implement as many activities as financially possible which address issues impacting upon wage earning home economics education.

Plan, coordinate and assist in providing inservice activities to teachers for the purpose of upgrading their competencies.

Disseminate to LEA personnel selected inservice activities which are innovative/exemplary through workshops and other processes.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Planning, organizing and directing leadership development activities will be provided to ensure continuation of valuable learning experiences to Future Homemakers of America/HERO members in all affiliated chapters.	X	X			X

Tasks:

The State FHA/HERO Adviser and/or other qualified designee will:

Plan and facilitate a minimum of two executive council meetings during the 1985 school year.

Plan and coordinate one State Leadership Conference for approximately 800 secondary students.

Survey needs of wage earning home economics teachers, FHA/HERO advisers and teacher educators in order to expand the knowledge and use of FHA/HERO by current and future chapter advisers.

Plan and conduct a minimum of two leadership programs for state officers.

Review and update and/or develop new proficiency events for FHA/HERO students to be implemented on a statewide basis.

OBJECTIVES FOR WAGE EARNING HOME ECONOMICS
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. A wage earning home economics education "Program Promotion Kit" will be developed for dissemination to home economics personnel for use in approvable vocational wage earning home economics programs. This will assist the public in understanding vocational wage earning home economics education as an integral part of vocational education in Montana.	X	X			X
Tasks:					
The wage earning home economics education specialist and/or other qualified designee will:					
Promote the use of the wage earning home economics "Program Promotion Kit" to LEA wage earning home economics personnel whenever and wherever possible.					

APPRENTICESHIP

Program Description

Montana statutes give state and local education agencies responsibility for providing related apprenticeship training to individuals who are working in trades and have entered into training agreements with employers and the state apprenticeship bureau. Each apprenticeship program is administered by a Joint Apprenticeship Training Committee (JATC) which is composed equally of persons from labor and management of the trade involved. Financial support comes from a trust fund that is derived on a cents-per-hour-worked basis as stipulated in the labor contracts. In addition, local school districts contribute varying amounts from adult education funds.

Vocational education funding from federal sources is granted to local educational agencies who in turn enter into agreements with JATC's in conducting the related instruction portion of training. Currently, programs are carried on in Billings, Bozeman, Butte, Colstrip, Great Falls, Helena, Missoula and on the Flathead Indian Reservation. Four hundred eighty-five apprentices are involved in 35 programs. To become eligible for vo-ed funding, a program must first be approved by the state and/or federal apprenticship bureau according to their requirements. Then the local education agency, in cooperation with the JATC, submits application to the Office of Public Instruction. Once approved, an amount based upon the number of hours of instruction is transmitted to the program for use in support of the related instruction.

In order for apprenticeship training to take place a job must first exist, since the basis for training is an on-the-job experience. This portion of the training is an employer-employee situation. In order to be certain that apprentices learn certain related theory and knowledge essential in support of the skills involved, apprenticeship law requires a minimum of 144 hours each year be spent in classroom instruction. It is this instruction that is provided in the cooperative effort among the state and local school agencies, labor and management.

Emphasis will continue to be necessary in the support of apprenticeship training by vocational education for numerous reasons. First, it has been established that certain trades are "apprenticeable," including the sheet metal trades, ironworking, electricians, plumbing and pipefitting, painting and glazing, and others. Training for these is not presently being done by educational agencies. In addition, the state of the economy has resulted in a slump in the industries where these trades are involved. The fewer hours worked, the less funding available for the training trust funds. Without continued support from vocational educaton funds, programs for those indentured as apprentices cannot be of the quality desired. Another point of importance is that in no other setting is a cooperative effort of this type undertaken--where education, labor and management work so closely in pursuit of quality training--and the positive effects extend beyond the apprenticeship programs to the benefit of education and work throughout the state.

Five-year planning sees several general goals. One is to revise the current fund distribution system so it is more equitable on a per-hour basis, which includes number of apprentices as well as instructor hours. Another is to foster communication among apprenticeship personnel toward the possible increase of state funding support. A third is to move toward more standardization in the conduct of programs.

OBJECTIVES FOR APPRENTICESHIP
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Provide an equitable system for distribution of funding assistance and other support to programs of related apprenticeship training.			X		X

Tasks:

Review existing policies, gather information through a survey of FY 82 program directors, formulate revised policies, distribute drafts for input and finalize policies. Distribute RFP's in September along with policies, funding criteria and other pertinent information to school districts, community colleges and other educational agencies involved in apprenticeship training. Review, take action and notify districts. Initiate funding process. Conduct a September meeting of local apprenticeship directors from school districts and joint apprenticeship training councils for the purpose of reviewing current status and formulating an action plan for future directions to be identified at the meeting, possibly including search for an additional funding base. In cooperation with state and federal apprenticeship bureaus, coordinate activities that are part of the plan which fall within the Office of Public Instruction policies for apprenticeship. Maintain open communication with U.S. and state apprenticeship officials, local educational agencies, joint apprenticeship training committees, labor leaders and contractors to enhance apprenticeship training and be responsive to needs when made cognizant of them.

OBJECTIVES FOR APPRENTICESHIP
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Provide an equitable system for distribution of funding assistance and other support to programs of related apprenticeship training.			X		X
Tasks:					
Distribute RFP's in September along with policies, funding criteria and other pertinent information to school districts, community colleges and other educational agencies involved in apprenticeship training. Review, take action and notify districts. Initiate funding process. Conduct a September meeting of officials involved in providing apprenticeship training for the purpose of reviewing present practices, updating on procedures and reestablishing goals for vocational education's role in apprenticeship. Maintain open communication with U.S. and state apprenticeship officials, local educational agencies, joint apprenticeship training committees, labor leaders and contractors to enhance apprenticeship training and be responsive to needs when made cognizant of them.					

OBJECTIVES FOR APPRENTICESHIP
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Provide an equitable system for distribution of funding assistance and other support to programs of related apprenticeship training.			X		X

Tasks:

Distribute RFP's in September along with policies, funding criteria and other pertinent information to school districts, community colleges and other educational agencies involved in apprenticeship training. Review, take action and notify districts. Initiate funding process. Conduct a September meeting of officials involved in providing apprenticeship training for the purpose of reviewing present practices, updating on procedures and reestablishing goals for vocational education's role in apprenticeship. Maintain open communication with U.S. and state apprenticeship officials, local educational agencies, joint apprenticeship training committees, labor leaders and contractors to enhance apprenticeship training and be responsive to needs when made cognizant of them.

EMERGING AND EMERGENCY OCCUPATIONS

Program Description

Emerging and emergency occupations programs are defined as occupational training programs and related services offered as a direct response to a critical manpower shortage in a specific industry. This shortage may be a result of the emergence of a new occupational field, lack of sufficient training opportunities, acquisition of a new industry or a combination of these factors.

This federal funding category was initiated in FY 1981 to meet the needs for boom, growth and new industries in Montana with the intention of having a relatively flexible source of funding with high placement potential. Emerging and emergency funding has continued in fiscal years 1982 and 1983, although there has been an extremely low response on the part of eligible recipients. An inhalation therapy program sponsored through the Great Falls Vocational-Technical Center has been the only program funded and has proven highly successful.

An anticipated decrease in federal funding will have a negative effect on this program, but it will not decrease the projected importance for industrial and occupational training in specific high demand areas or the need of flexible funding to meet these needs.

Guidelines

Requirements are:

1. Eligibility. Any eligible LEA/OER desiring to participate in this program must submit a completed application to the Assistant Superintendent for Vocational Education Services, Office of Public Instruction, Room 106, State Capitol, Helena, MT 59620.

2. Application. Completed applications should be submitted by the 15th of either August, November, February or May. Completed application and grant awards will be approved on a quarterly basis as long as funds permit. Training would therefore start January, April, July or October.

3. Industry Initiated Programs. Programs proposed to be operated should be industry initiated as a direct response to a trained manpower shortage in a specific occupation.

4. Length of Program. Training programs requested may vary in length, with approval granted on an annual basis. The length of time for which approval shall be granted is dependent upon meeting the manpower requirement of industry. Notification of LEA/OER's application status will be made within three weeks.

5. Continuation of Programs. The intent of this program is to provide for short-term training or to meet emergency training needs. In instances where it proves desireable for a program to continue beyond the grant period, continuing approval and support must be the responsibility of the LEA/OER's governing board or agency.

6. Matching Funds. Funds provided by the Office of Public Instruction for this program must be matched on a dollar-for-dollar basis. Local matching funds may represent real expenditures or an auditable in-kind match from the industry requesting the training.

7. Industry Employment Commitment. The intent of this program is to meet the employment manpower needs of industry. The industry requesting such training must be committed to employing a large percentage of graduates for this training program.

Application form in Appendix material (see Policy and Procedures Manual for Montana Postsecondary Vocational Technical Centers).

CONSUMER AND HOMEMAKING EDUCATION

Program Rationale

Consumer and homemaking education is a program designed to prepare students for the occupation of homemaking or to provide education for those persons who have already entered the work of the home. Since the occupation of homemaking requires comprehensive skills, the consumer homemaking program enables participants to develop the following competencies:

Provide for personal and family development at various stages of the life cycle and establish satisfying personal and family relationships

Care for and nurture children

Provide nutritious food for oneself and for family members

Select and maintain housing and living environments for oneself and others

Manage financial and other resources

Contribution to Productivity

The contribution of the homemaker to the economy is reflected through the unpaid services necessary for optimal functioning of the individual and family such as child care, home production, selection of goods and services, home care maintenance, financial management and other areas of decision making. Since most individuals balance home and employment responsibilities throughout their lives, the above competencies developed through consumer and homemaking education, enable individuals to more effectively manage the dual role of homemaker/wage earner.

The productivity crisis in the United States has focused needed attention on the interrelationship between work and home life. What happens between eight and five influences the family, and by the same measure, what happens at home does effect productivity at work. When difficulties occur in either the work setting or the home, performance correspondingly deteriorates in the other. The emergence of increased dual income families and single parent families tends to magnify this relationship. The mission of consumer and homemaking education is to improve the individual's quality of life which has an important influence on job satisfaction and optimum productivity.

Contribution to Employment and Economic Growth

The management and decision making skills acquired through the comprehensive consumer and homemaking education programs contribute to the individual's ability to work productively, whatever the source of employment. In other words, the management and decision making skills which contribute to the optimum functioning of the family are transferrable to the labor market.

Furthermore, the knowledge and skills acquired for the occupation of homemaking have transfer value to paid employment in home economics related occupations, e.g., care and guidance of children; clothing management, production and service; food management, production and service; home furnishings, equipment and service; institutional and home management and service.

Being employable means more than having a job skill. Employability involves the following attributes emphasized through the consumer and homemaking program:

1. Physical and mental health that permit regular attendance at work and productivity on the job. This involves:
   a. attention to nutritional needs
   b. household organization that permits adequate rest and avoidance of home accidents
   c. sanitation to avoid disease
   d. care of the ill that hastens return to work
   e. attention to family relationships and a congenial home atmosphere
   f. home management that involves cooperation among family members
   g. emotional stability which affects absentee and accident rates on the job.

2. Positive attitudes toward work. The manner in which children are reared and the models they see at home affect their desire to work, dependability and responsibility on the job, ability to relate to employer and fellow employees, and even their self-confidence in believing they can obtain and hold a job as youth or adults.

Family Stability

Through consumer and homemaking education the family system is support in its role for sustaining society. Economic, technological, political and social forces have resulted in changes that have increased the complexity of choice and the burdens upon families to make informed choices. If the family system does not function, other systems such as formal education and the business society will break down. Problems such a malnutrition, child abuse, consumer fraud, teenage pregnancy, energy waste and rising crime rate (which are among our nation's most intense social concerns) all bear on the family.

The unique mission of consumer and homemaking education is to enable individuals and families to function on their own strengths. Education aimed toward resource management and decision making is less expensive than the social and financial costs of crisis intervention and remediation.

Advisory Committee Involvement

Local advisory committees are vital to the maintenance of quality in consumer and homemaking programs. Home economics instructors often utilize their committees to help establish a dialogue between the community and the educational program. In addition, home economics advisory committees have been instrumental in curriculum revision, surveys of community needs, evaluation of resource materials and assisting with building and remodeling plans for the home economics facilities.

Special Needs Population

Special needs students continue to be mainstreamed in consumer and homemaking programs. The effectiveness of this concept has been enhanced following inservice training and the distribution of the handbook entitled "Special Helps for Mainstreamed Students in Home Economics," which helped home economics instructors better understand the learning problems of these students.

In addition, many consumer and homemaking instructors work cooperatively with special education personnel in designing successful learning experiences for the special needs student. With this arrangement, these learners have access to the systems of vital information needed for independent living.

Sex Equity

The positive attitude of males enrolled in Montana consumer and homemaking programs supports a rationale for the rapid expansion of male enrollment in these programs throughout the nation. The profile of male enrollment in Montana compares favorably with the national profile. At the national level 30% of the students enrolled in consumer and homemaking classes are male, whereas in Montana 45% of the students enrolled in consumer and homemaking classes are males.

Findings in informal studies conducted in Montana are most encouraging in regard to males enrolled in consumer and homemaking classes. The majority of males indicate they do not encounter sex-stereotyped problems in consumer and homemaking classes. Substantial progress in the involvement of males in FHA/HERO is also being realized.

Vocational Student Organization (FHA/HERO)

The vocational student organization Future Homemakers of America (FHA/HERO) is an integral part of the consumer and homemaking program. FHA/HERO provides a framework in which youth-planned and youth-directed activities can be extended beyond the classroom to enrich learning and develop leadership.

The goal of FHA/HERO is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

Consumer and Homemaking Statistical Data

There are over 9,200 students, grades 9 through 12, enrolled in 99 approved consumer and homemaking programs in Montana.

Goals of Consumer and Homemaking Educaton, FY 83-87

In order to provide leadership for consumer and homemaking education in Montana the following goals have been identified for 1983-87:

1. Emphasize the utilization of consumer homemaking knowledge and skills for economic development and a satisfactory personal and family life.

2. Improve vertical and horizontal articulation of instructional programs.

3. Promote research consistent with the mission and priorities of vocational home economics education.

4. Support curriculum and program implementation which addresses priority issues impacting upon families.

5. Develop and implement outreach and retention programs for targeted populations.

6. Strengthen preservice and inservice education.

7. Study the feasibility of alternative methods of distributing funds for secondary consumer and homemaking programs.

8. Facilitate leadership development through Future Homemakers of America (FHA).

Specific objectives and tasks have been designated for 1983-85 which directly relate to these goals.

For the years encompassed in this plan beyond 1985, work is contemplated to further address these goals for the two-year period. The specific nature of the goals will be identified in planned objectives and activities listed in the annual program plan for each appropriate year. The goals are presented to assist in the broad conceptual planning of consumer and homemaking education for the state.

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. In accordance with the evaluation plan designed by the Assistant Superintendent for Vocational Education Services, on-site program evaluations will be conducted in the following consumer and homemaking programs located in Helena (Capital), Deer Lodge, Anaconda, Boulder, Townsend, Three Forks, Twin Bridges, Dillon, Eureka, Libby, Bigfork, Polson, Hot Springs, Ronan, Missoula (Hellgate), Corvallis and Hamilton. On-site visitations will be made to these schools assuming they maintain an approved program status. Adhering to the above mentioned plan, telephone calls will be made to the following schools: White Sulphur Springs, Whitehall, Manhattan, Belgrade, Bozeman, Livingston, Charlo, Florence, Stevensville, Victor and Arlee. The purposes of these calls are to monitor evaluation recommendations, provide technical assistance and identify program needs.	X				X
Tasks:					
The consumer and homemaking specialist and/or other qualified designee(s) will spend one day at the school site reviewing the program using the consumer and homemaking self-evaluation instrument as the measurement tool. A written report will be generated and returned to the school.					

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. To expand, enrich and improve consumer and homemaking education programs and activities throughout Montana, secondary students will be provided with adequate preparation for satisfactory skill development in the occupation of homemaking.	X				X
Tasks:					
The consumer and homemaking education specialist and/or other qualified designee will provide services to LEA's which will stimulate the expansion and improvement of quality consumer and homemaking programs. Assistance will be provided in the following areas:					
A survey will be conducted to identify quality consumer and homemaking education instructional material available for the secondary level.					
Disseminate through workshops and other means the curriculum and instruction material related to consumer and homemaking education which would be appropriate for program enrichment to LEA personnel.					
Annually coordinate and conduct preservice activities with the two universities for the purpose of preparing qualified consumer and homemaking education instructors.					
Upon request and/or need, provide technical assistance to deliverers of secondary education which will lead to program improvement. This will be a continuing and ongoing effort. Areas of emphasis will be: advisory committees, funding processes and procedures, equipment rotation plans, facility remodeling, curriculum revisions, new methods of teaching, gender equity, legislative updates and resource materials for specific content areas and technological changes.					

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. A variety of inservice educational activities will be made available annually which will assist in maintaining and upgrading the occupational, professional and educational skill proficiencies of home economics instructors.	X				X

Tasks:

The consumer and homemaking education specialist and/or other qualified designee will do the following:

Based upon input from a statewide home economics subject matter advisory committee, establish inservice priorities and implement as many activities as financially possible which address issues impacting home economics education.

Plan, coordinate and assist in providing inservice activities to teachers for the purpose of upgrading their competencies.

Disseminate to LEA personnel selected inservice activities which are innovative/exemplary through workshops and other processes.

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Planning, organizing and directing leadership development activities will be provided to ensure continuation of valuable learning experiences to Future Homemakers of America members in all affiliated chapters.					
Tasks:					
The State FHA/HERO Adviser and/or other qualified designee will:					
Plan and facilitate a minimum of two executive council meetings during the 1983 school year.					
Plan and coordinate one State Leadership Conference for approximately 800 secondary students.					
Introduce and promote proficiency events on a statewide basis. To facilitate this task, a publication entitled "Montana Proficiency Events Handbook" will be disseminated to all chapters in the fall of 1982.					
Research and develop effective leadership activities to be used in leadership seminars for state officers.					

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. A consumer and homemaking education "Program Promotion Kit" will be developed for dissemination to home economics personnel for use in approvable vocational home economics programs. This will assist the public in understanding vocational consumer and homemaking education as an integral part of vocational education in Montana.	X				X
Tasks:					
The consumer and homemaking education specialist and/or other qualified designee will:					
Develop a home economics education promotion kit to be disseminated to LEA home economics personnel. Included in this kit will be: press release information and materials, suggested presentations about home economics, vocational education week promotional ideas and techniques, methods and procedures for utilizing community resources, and public relations techniques.					
Promote the use of the home economics "Program Promotion Kit" to LEA home economics personnel whenever and wherever possible.					

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. In accordance with the evaluation plan designed by the Assistant Superintendent for Vocational Education Services, on-site program evaluations will be conducted in the following consumer and homemaking programs located in Broadview, Park City, Joliet, Fromberg, Red Lodge, Big Timber, Winifred, Hobson, Augusta, Joplin, Havre, Box Elder, Fort Benton, Sand Coulee, Cascade, Choteau, Dutton and Rudyard. Adhering to the above mentioned plan, telephone calls will be made to the following schools: Columbus, Laurel, Bridger, Absarokee, Harlowton, Moore, Lewistown, Denton, Sunburst, Cut Bank, Browning, Shelby, Chinook, Harlem, Big Sandy, Belt, Great Falls, Simms, Fairfield and Conrad.	X				X

Tasks:

The consumer and homemaking specialist and/or other qualified designee(s) will spend one day at the school site reviewing the program using the consumer and homemaking self-evaluation instrument as the measurement tool. A written report will be generated and returned to the school.

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. To expand, enrich, and improve consumer and homemaking education programs and activities throughout Montana, secondary students will be provided with adequate preparation for satisfactory skill development in the occupation of homemaking.	X				X

Tasks:

The consumer and homemaking education specialist and/or other qualified designee will provide services to LEA's which will stimulate the expansion and improvement of quality consumer and homemaking programs. Assistance will be provided in the following areas:

Disseminate through workshops and other means the curriculum and instruction material related to consumer and homemaking education which would be appropriate for program enrichment to LEA personnel.

Annually coordinate and conduct preservice activities with the two universities for the purpose of preparing qualified consumer and homemaking education instructors.

Upon request and/or need, provide technical assistance to deliverers of secondary education which will lead to program improvement. This will be a continuing and ongoing effort. Areas of emphasis will be: advisory committees, funding processes and procedures, equipment rotation plans, facility remodeling, curriculum revisions, new methods of teaching, gender equity, legislative updates and resource materials for specific content areas and technological changes.

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. A variety of inservice educational activities will be made available annually which will assist in maintaining and upgrading the occupational, professional and educational skill proficiencies of home economics instructors.	X				X
Tasks:					
The consumer and homemaking education specialist and/or other qualified designee will do the following:					
Based upon input from a statewide home economics subject matter advisory committee, establish inservice priorities and implement as many activities as financially possible which address issues impacting home economics education.					
Disseminate to LEA personnel selected inservice activities which are innovative/exemplary through workshops and other processes.					

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Planning, organizing and directing leadership development activities will be provided to ensure continuation of valuable learning experiences to Future Homemakers of America members in all affiliated chapters.	X				X

Tasks:

The State FHA/HERO Adviser and/or other qualified designee will:

Plan and facilitate a minimum of two executive council meetings during the 1984 school year.

Plan and coordinate one State Leadership Conference for approximately 800 secondary students.

Conduct proficiency events at the State FHA/HERO Leadership Conference. Three events will be designed for consumer and homemaking emphasis and three events will cover wage earning home economics.

Plan and conduct two leadership development seminars for state officers so they, in turn, can provide effective leadership in managing and conducting activities and business of the Association.

Disseminate "Montana Proficiency Events Handbook" to all chapters.

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. A consumer and homemaking education "Program Promotion Kit" will be disseminated to consumer and homemaking education personnel for use in approvable home economics programs. This will assist the public in understanding vocational consumer and homemaking education as an integral part of vocational education in Montana.	X				X

Tasks:

The consumer and homemaking education specialist and/or other qualified designee will:

Promote the use of the home economics "Program Promotion Kit" to LEA home economics personnel whenever and wherever possible.

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. In accordance with the evaluation plan designed by the Assistant Superintendent for Vocational Education Services, on-site program evaluations will be conducted in the following consumer and homemaking programs located in Worden, Shepherd, Hinsdale, Scobey, Medicine Lake, Westby, Culbertson, Miles City, Ekalaka, Fairview, Sidney, Jordan and Wibaux. Adhering to the above mentioned plan, telephone calls will be made to the following schools: Hardin, Roundup, Melstone, Malta, Glasgow, Nashua, Opheim, Baker, Broadus, Wolf Point, Plentywood, Forsyth, Glendive, Plevna, Rosebud and Colstrip.	X				X

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. To expand, enrich and improve consumer and homemaking education programs and activities throughout Montana, secondary students will be provided with adequate preparation for satisfactory skill development in the occupation of homemaking.	X				X

Tasks:

The consumer and homemaking education specialist and/or other qualified designee will provide services to LEA's which will stimulate the expansion and improvement of quality consumer and homemaking programs. Assistance will be provided in the following areas:

Disseminate through workshops and other means the curriculum and instruction material related to consumer and homemaking education which would be appropriate for program enrichment to LEA personnel.

Annually coordinate and conduct preservice activities with the two universities for the purpose of preparing qualified consumer and homemaking education instructors.

Upon request and/or need, provide technical assistance to deliverers of secondary education which will lead to program improvement. This will be a continuing and ongoing effort. Areas of emphasis will be: advisory committees, funding processes and procedures, equipment rotation plans, facility remodeling, curriculum revisions, new methods of teaching, gender equity, legislative updates and technological changes.

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. A variety of inservice educational activities will be made available annually which will assist in maintaining and upgrading the occupational, professional and educational skill proficiencies of home economics instructors.	X				X

Tasks:

The consumer and homemaking education specialist and/or other qualified designee will do the following:

Based upon input from a statewide home economics subject matter advisory committee, establish inservice priorities and implement as many activities as financially possible which address issues impacting home economics education.

Disseminate to LEA personnel selected inservice activities which are innovative/exemplary through workshops and other processes.

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Planning, organizing and directing leadership development activities will be provided to ensure continuation of valuable learning experiences to Future Homemakers of America members in all affiliated chapters.	X				X

Tasks:

The State FHA/HERO Advisor and/or other qualified designee will:

Plan and facilitate a minimum of two executive council meetings during the 1985 school year.

Plan and coordinate one State Leadership Conference for approximately 800 secondary students.

Conduct proficiency events at the State FHA/HERO Leadership Confernece. Three events will be designed for consumer and homemaking emphasis and three events will cover wage earning home economics.

Plan and conduct two leadership development seminars for state officers so they in turn, can provide effective leadership in managing and conducting activities and business of the Association.

Disseminate "Montana Proficiency Events Handbook" to all chapters.

Review, update and/or develop, new proficiency events for FHA/HERO students to be implemented on a statewide basis.

OBJECTIVES FOR CONSUMER AND HOMEMAKING
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. A consumer and homemaking education "Program Promotion Kit" will be disseminated to consumer and homemaking education personnel for use in approvable home economics programs. This will assist the public in understanding vocational consumer and homemaking education as an integral part of vocational education in Montana.	X				X
Tasks:					
The consumer and homemaking education specialist and/or other qualified designee will:					
Promote the use of the home economics "Program Promotion Kit" to LEA home economics personnel whenever and wherever possible.					

COMMUNITY COLLEGES

The data provided for community colleges reflects the 1981-82 status for the public colleges at Glendive, Kalispell and Miles City. Inclusion of this data is for informational purposes in terms of planning and for future impact in contracting with the Office of Public Instruction or through cooperative efforts with Department of Labor programs.

Federal funds may be distributed to the public community colleges based upon individual project application within specific service areas dealing with disadvantaged or handicapped populations. Prior to considering applications from the community college(s), requisites must be met involving assurances, planning, fiscal control, administration and statistical reporting. A delegation of responsibility must be certified by the Commissioner of Higher Education and the Superintendent of Public Instruction.

COMMUNITY COLLEGE ENROLLMENT DATA

DAWSON COMMUNITY COLLEGE	Male	Female	Total	Graduates	Projected Graduates
Civil Engineering Aide	9	3	12	4	
Agriculture	10	4	14	7	
Law Enforcement	20	5	25	12	
Business/Secretarial Science:					
Secretarial 1-yr Certificate		8	8	8	
Clerk-Typist		4	4	4	
Business Management	9	3	12	2	
Petroleum Technician	7	1	8	1	
FLATHEAD VALLEY COMMUNITY COLLEGE					
Forestry	26	13	39	22	82

Note: Other programs which feed into 4-year institutions are Business Ed/Secretarial; Business Management; Land Surveyor; Human Services Technician and Agricultural Science. Enrollment data not available.

MILES COMMUNITY COLLEGE	Male	Female	Total	Graduates	Projected Graduates
Automotive Technician	28	0	28	5 AAS (15 cert)	30 AAS (75 cert)
Mid-Management	20	23	43	6 AAS	50 AAS
Electronics Technician	20	3	23	8 AAS (10 cert)	50 AAS (50 cert)
Nursing R.N.	11	99	110	40 AAS	190 AAS
Power Plant Technician	38	0	38	24 AAS	50 AAS
Secretarial Science	0	30	30	7 AAS (6 cert)	35 AAS (30 cert)
Data Processing	0	0	0	0 (0 cert)	120 AAS

PRIVATE VOCATIONAL SCHOOLS

Private vocational school information was collected via a telephone survey of the schools listed. This information was collected to provide a more complete data base relative to worker supply and training programs availability in the private sector.

This information also indicates the training needs which are currently being met by the private sector, thus avoiding duplication in publicly funded schools.

PRIVATE VOCATIONAL SCHOOLS

School and Location	Program	Current Enrollment	Projected Enrollment	Completers
Barber Colleges				
Big Sky Barber College 600 Kensington Missoula, MT 59801		15 every 3 mos. (9 month training period)		
Central Montana Barber College 620 Central Great Falls, MT 59401		12 every 3 mos. (9 month training period)		
Montana Barber College 133 W. Main Missoula, MT 59801		17 open entry (9 month training period)		
Alamon Training Center 2845 LaSalle Road Columbia Falls, MT 59912	Telephone outside installation and repair 4 week-$900 tuition 10 times per year			
Yellowstone School of Broadcasting P.O. Box 127 Billings, MT 59103	Radio broadcasting	12	12	12
Big Sky Welding P.O. Box 549 White Sulphur Springs, MT 59645	Welding-3 months Machining-3 months (started 10/81-82)	111 15	120 40	111 15
Columbus Hospital School of Radiological Technology 500 15th Ave. S. Great Falls, MT 59405	Radiological technology	6	6	6

PRIVATE VOCATIONAL SCHOOLS

School and Location	Program	Current Enrollment	Projected Enrollment	Completers
Montana Deaconess Medical Center School of Radiologic Technology Great Falls, MT 59405	Radiological technology	6	6	5
Columbus School of Medical Technology 500 15th Avenue S. Great Falls, MT 59405	Medical technology	4	4	4
St. James Community Hospital School of Medical Technology 400 S. Clark Butte, MT 59701	Medical	6	6	5
St. Patrick's Hospital School of Radiology 500 W. Broadway Missoula, MT 59801	Radiological	5	5	5
St. Vincent Hospital School of Radiological Technology 1233 N. 30th Street Billings, MT 59101	Radiological	10	10	5
Helena Industries 1325 Helena Avenue Helena, MT 59601	Shoe repair	24	24	20
Distinctive Floral Creation Professional Training School Apline Village, Suite 6 1120 16th St. W. Billings, MT 59102	Floral design	48	48	48
Western College of Auctioneering P.O. Box 1458 Billings, MT 59103	Auctioneer	40	40	35

PRIVATE VOCATIONAL SCHOOLS

School and Location	Program	Current Enrollment	Projected Enrollment	Completers
Outfitting and Guide Schools				
Erv Malnarish Outfitters and Guide School P.O. Box 493 Hamilton, MT 59840		15	15	15
FWL Outfitters and Guide School P.O. Box 1248 Hamilton, MT 59840		10	10	10
Rusks Outfitting and Guide School Lakeview Ranch West Yellowstone, MT Mailing Address: 2904 Harrison Butte, MT 59701		8	8	8
Wilderness Outfitters--Outfitting and Packing Course 3800 Rattlesnake Drive Missoula, MT 59801		80	80	80
Real Estate and Income Tax Schools				
Dan McCloy Realtor 906 Blackmore Place Bozeman, MT 59715				
Real Estate Pre-Licensure Course Glacier Building, Suite 401 111 Higgins Missoula, MT 59801		Enrollment data was not available. However, 669 licenses were issued in FY 80 and 635 in FY 81 by the State Board of Real Estate.		

School and Location	Program	Current Enrollment	Projected Enrollment	Completers
Montana Real Estate Course P.O. Box 9862 Missoula, MT 59807				
Montana Real Estate Institute P.O. Box 1122 Helena, MT 59601				
H & R Block Income Tax Preparation School 217 West Broadway Missoula, MT 59802 Schools are also located in Helena, Butte and Billings.				

Cosmetology Schools

Cosmetology training is offered at 14 schools in Montana with an annual enrollment of approximately 390 students.

Acme Beauty College 320 North 30th Street Billings, MT 59101				
Holiday College of Beauty Holiday Village Great Falls, MT 59401				
Butte Academy of Beauty Culture 303 West Park Street Butte, MT 59701				
C & C Beauty College 134 First Street West Kalispell, MT 59901				

PRIVATE VOCATIONAL SCHOOLS

School and Location	Program	Current Enrollment	Projected Enrollment	Completers
College of Coiffure Art, Ltd. 928 Broadwater Avenue Billings, MT 59102				
Dahl's College of Beauty 1205 Central Avenue Great Falls, MT 59401				
Hollywood Beauty College 1836 Virginia Lane Billings, MT 59101				
Maddio's Capital City Beauty College 511 North Main Helena, MT 59601				
Miles City College of Beauty 720½ Main Street Miles City, MT 59301				
Modern Beauty School 135 South Higgins Missoula, MT 59801				
Bozeman Beauty College (Mr. Mac's Beauty School) 2 West Main Bozeman, MT 59715				
Mr. Rich's Beauty College 1805 South Avenue Missoula, MT 59801				

INDIAN COMMUNITY COLLEGES

The five Indian community colleges in Montana are: Confederated Salish and Kootenai Community College (Pablo), Blackfeet Community College (Browning), Big Horn Community College, Fort Peck Community College (Poplar) and Dull Knife Memorial College (Lame Deer). Various vocational education programs are offered at each of these colleges. The course offerings are decided by the colleges with direction by and involvement of the Tribal Council. The courses are designed to meet the needs of both the students and the community and to prepare the students with employable skills as well as personal skills.

CIP Code Occupational Specific Opportunities in Montana
Indian Community Colleges

CIP Code	Instructional Program	Location	Current Employ.	Vo-Tech Education New & Replacement Needs-1983-1984
01.	Agriculture (state total)		34,875	
02.0208	Livestock	LBH	N/A	N/A
03.0402	Forestry Tech.			13
	Production, General	DK, SK	1,075	58
06.	Marketing, Management, Distribution (state total)		77,009	
06.0401	Business Management	DK, FP, SK	5,862	352
07.	Business & Office		62,750	
07.0301	Business DP	FP, SK	782	30
07.0601	Secretary, General	B,DK,FP,LBH,SK	6,135	406
15.	Technical/Technology		11,980	
15.0303	Electronics Tech.	FP	1,019	28
17.	Allied Health		32,138	
17.0401	Social Services, Human	B, FP	1,349	84
20.	Home Economics			
20.0205	Educational Aide	SK	2,994	81
45., 46., 47., 48.	Trade/Industrial		68,197	
48.0303	Upholstery	FP		
46.0107	Law Enforcement	SK	1,928	89
46.0201	Construction Indus.	DK, SK	2,857	190
47.0603	Auto Body	FP	468	14
47.0699	Auto Diesel Mech.	FP	3,657	154
48.0508	Welding	DK, LBH	937	32

B = Blackfeet Community College
DK = Dull Knife Community College
FP = Fort Peck Community College
LBH = Little Big Horn Community College
SK = Salish/Kootenai Community College

OBJECTIVES FOR INDIAN COMMUNITY COLLEGES
PRIORITIES FOR 1982-85

Goal:	1982-83	1983-84	1984-85
1. The vocational education programs of each Indian Community College will be identified by the vocational education department. The methods used by the colleges to identify what courses are needed will be identified.	X		
Task:			
Survey college to identify vocational course offerings and needs assessment technique.			
Goal:			
1. The Department of Vocational Education Services will identify what type of technical assistance is needed by the colleges and take appropriate steps to meet these needs.		X	
Task:			
The college needs will be identified by visitation, interview and/or survey. Solution will then be found for the identified needs.		X	
Goal:			
1. The Department of Vocational Education Services will identify what type of technical assistance is needed by the colleges and take appropriate steps to meet these needs.			X
Task:			
The college needs will be identified by visitation, interview and/or survey. Solution will then be found for the identified needs.			X

SECTION D

SECONDARY, POSTSECONDARY AND SPECIAL VOCATIONAL PROGRAMS

POSTSECONDARY VOCATIONAL-TECHNICAL CENTER SYSTEM

Role and Scope

Montana's postsecondary vocational-technical centers were authorized by the Montana Legislature in 1969 to serve residents in the primary function of offering educational and training programs necessary for the semi-skilled, skilled and technical occupations inclusive of programs to allow for advancement to apprenticeship, job entry or re-entry.

The centers currently offer programs and options in 73 occupational areas and serve approximately 3,416 full-time equivalent students.

The 46th Montana Legislative Assembly defined the governance and administration of the postsecondary centers through clarification of the responsibility and authority roles between the local district's board of trustees and the office of the state superintendent.

The role of the local district trustees is reflective of local control for day-to-day operations and planning. The role of the state superintendent as the executive agent is characterized by policy and procedural development, supervision and coordination of a system of postsecondary vocational-technical education.

Goals of the Coordinated System

Previous state plans identified segments of standardization within the system including:

1. Initiation of a statewide budgeting and accounting system
2. Audits of center operations by the Legislative Auditor
3. Curriculum standardization
4. Policies and procedures manual
5. Development of a management information system

The goals noted have been achieved in varying degrees which, in turn, requires continuation and refinement within the legislative and policy development parameters. Specifically, the goals to be achieved during the 1982-1985 interim include the following:

1. Completion and adoption of a postsecondary vocational-technical center handbook on policies, procedures and reporting
2. Curriculum standardization/uniform program codes
3. Program level cost accounting
4. Expansion of a management information system
5. Long-range program and facility planning
6. Curriculum articulation with secondary and collegiate level program
7. Equipment replacement and updating
8. Cooperative efforts in Department of Labor, Manpower programs
9. Initiation on career assistance centers at two locations

Given the current level of uncertainty of resource allocations from federal, state and local levels, the degree of future growth and expansion of a coordinated system is in question.

The remaining portion of this section dealing with the postsecondary center system will delineate projected enrollments, new programs planned, facility construction/renovation plans and planned expenditures.

VOCATIONAL-TECHNICAL CENTERS
PROJECTED ENROLLMENTS

O.E. CODE	YEAR	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA	TOTAL
01.0300	FY 83	6					6
Ag Mechanics	FY 84	6					6
	FY 85	6					6
	FY 86	6					6
	FY 87	7					7
01.0711	FY 83					30	30
Forestry	FY 84					31	31
	FY 85					32	32
	FY 86					33	33
	FY 87					34	34
04.0800	FY 83	23		32		40	95
Midmanagement	FY 84	24		34		42	100
	FY 85	25		35		44	104
	FY 86	25		36		44	105
	FY 87	26		38		46	110
07.101	FY 83			19			19
Dental Assistant	FY 84			19			19
	FY 85			20			20
	FY 86			21			21
	FY 87			22			22
07.0302	FY 83	46	45	68	42	30	231
L.P.N.	FY84	48	47	70	42	31	238
	FY 85	50	49	73	42	32	246
	FY 86	50	51	76	42	33	252
	FY 87	51	53	79	42	33	258
07.0303	FY 83	2		14			16
Nurse Aide	FY 84	2		14			16
	FY 85	2		15			17
	FY 86	2		15			17
	FY 87	3		16			19
07.0305	FY 83					20	20
Surgical Tech	FY 84					21	21
	FY 85					22	22
	FY 86					22	22
	FY 87					23	23

VOCATIONAL-TECHNICAL CENTERS
PROJECTED ENROLLMENTS

O.E. CODE	YEAR	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA	TOTAL
07.0903	FY 83			26		15	41
Resp. Therapy	FY 84			26		16	42
	FY 85			26		17	43
	FY 86			26		17	43
	FY 87			26		18	44
09.0203	FY 83	31				22	53
Food Service	FY 84	32				23	55
	FY 85	34				24	58
	FY 86	34				24	58
	FY 87	35				25	60
14.0100	FY 83	20	23	55	63	70	231
Acct./Bookkeeping	FY 84	21	24	57	66	73	241
	FY 85	22	25	60	69	76	252
	FY 86	22	26	62	71	76	257
	FY 87	23	27	64	74	79	267
14.0201	FY 83				98	75	173
Business D.P.	FY 84				102	78	180
	FY 85				106	81	187
	FY 86				110	81	191
	FY 87				114	82	196
14.0203	FY 83		27	86			113
Data Entry	FY 84		28	90			118
	FY 85		29	93			122
	FY 86		30	97			127
	FY 87		31	101			132
14.0300	FY 83		15	32	20		67
Clerk Typist	FY 84		15	34	20		69
	FY 85		17	35	20		72
	FY 86		18	36	20		74
	FY 87		20	38	20		78
14.0700	FY 83	73	50	70	107	130	430
Secretarial	FY 84	76	52	72	111	135	446
	FY 85	79	54	75	116	140	464
	FY 86	79	55	78	120	140	472
	FY 87	80	55	82	125	144	486

VOCATIONAL-TECHNICAL CENTERS
PROJECTED ENROLLMENTS

O.E. CODE	YEAR	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA	TOTAL
16.0106	FY 83		13				13
Civil Engineering Tech	FY 84		13				13
	FY 85		14				14
	FY 86		14				14
	FY 87		15				15
16.0107	FY 83		37				37
Elect. Tech	FY 84		38				38
	FY 85		40				40
	FY 86		41				41
	FY 87		43				43
16.0108	FY 83				126	50	176
Industrial Electronics	FY 84				131	52	183
	FY 85				136	54	190
	FY 86				142	54	196
	FY 87				147	56	203
17.0100	FY 83	33					33
Air Cond./Ref.	FY 84	34					34
	FY 85	36					36
	FY 86	36					36
	FY 87	37					37
17.0108	FY 83						
Ind. Elect. Tech	FY 84						
	FY 85						
	FY 86						
	FY 87						
17.0301	FY 83	34		26			60
Auto Body Repair	FY 84	35		27			62
	FY 85	37		28			65
	FY 86	37		29			66
	FY 87	38		30			68
17.0302	FY 83	61	30	12	76		179
Auto Align./Auto Mechanic	FY 84	63	31	12	76		182
	FY 85	66	32	13	76		187
	FY 86	66	32	14	76		188
	FY 87	67	34	14	76		191

VOCATIONAL-TECHNICAL CENTERS
PROJECTED ENROLLMENTS

O.E. CODE	YEAR	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA	TOTAL
17.0400	FY 83				56		56
Aviation Mech.	FY 84				56		56
	FY 85				56		56
	FY 86				56		56
	FY 87				56		56
17.1001	FY 83				36		36
Building Trades	FY 84				36		36
	FY 85				36		36
	FY 86				36		36
	FY 87				36		36
17.1003	FY 83					42	42
Heavy Equipment	FY 84					44	44
	FY 85					46	46
	FY 86					46	46
	FY 87					48	48
17.1200	FY 83	38			90		128
Diesel Mechanics	FY 84	40			94		134
	FY 85	41			98		139
	FY 86	41			102		143
	FY 87	42			106		148
17.1300	FY 83	21	21				42
Drafting	FY 84	22	21				43
	FY 85	23	22				45
	FY 86	23	23				46
	FY 87	24	24				48
17.1500	FY 83				18		18
Consumer Electronics	FY 84				18		18
	FY 85				19		19
	FY 86				20		20
	FY 87				21		21
17.2302	FY 83			6			6
Watchmaking	FY 84			6			6
	FY 85			7			7
	FY 86			7			7
	FY 87			7			7

VOCATIONAL-TECHNICAL CENTERS
PROJECTED ENROLLMENTS

O.E. CODE	YEAR	BILLINGS	BUTTE	GREAT FALLS	HELENA	MISSOULA	TOTAL
17.2302	FY 83		15		37		52
Machine Shop	FY 84		15		37		52
	FY 85		16		37		53
	FY 86		16		37		53
	FY 87		17		37		54
17.2306	FY 83	64	33		46	22	165
Welding	FY 84	67	35		46	23	171
	FY 85	69	36		46	24	175
	FY 86	69	38		46	24	177
	FY 87	70	39		46	25	180
17.3100	FY 83		14			22	36
Small Engine Repair	FY 84		15			23	38
	FY 85		16			24	40
	FY 86		17			24	41
	FY 87		17			25	42
	FY 83	452	323	446	815	568	2,604
	FY 84	470	334	461	835	592	2 692
	FY 85	490	350	480	857	616	2,793
	FY 86	490	361	497	878	618	2,844
	FY 87	503	375	517	900	638	2,933

LONG RANGE PROGRAM PLANNING 1983-1988
POSTSECONDARY VOCATIONAL-TECHNICAL CENTERS

OE Code	Program/Option Title	Status	Center offered at by year: Billings	Butte	Great Falls	Helena	Missoula
07.0903	Registered respiratory therapist	AD			1987		1986
14.0800	Small business management	AD		1986			
14.0700	Medical records technician	AD					1987
14.9900	Court reporter	AD					1986
14.0700	Word processing	C	1984				1984
17.2306	Combination welding	C			1985		
	Program/option noted above will develop from expanded or revised existing programs and options						
04.0400	Finance and credit	C				1986	
04.1300	Insurance adjuster	C				1988	
04.9900	Office equipment sales/service technician	C	1987				
07.0102	Dental hygienist	AD			1988		
07.0301	Associate degree nurse	AD					1985
07.0203	Medical lab technician	AD			1988		
16.0108	Computer service technician	C	1987			1987	
17.1400	Electrical power plant equip. tech.	C					1987
17.1500	Cable antenna television tech.	C	1986				
17.1500	Telephone: installation, service and repair	C	1987				
17.2699	Building maintenance/custodial	C			1987		
17.2699	Security guard/security systems	C		1988			
	Programs noted above are new offerings						

*AD Associate Degree offering - 6 quarters in length
C Certificate offering - 3-5 quarters in length

Postsecondary Vocational-Technical Center Building Plans

The postsecondary center facilities in Montana range from facilities constructed for vocational education to facilities purchased and renovated to accommodate programs. The Butte Vocational-Technical Center is currently under construction on a 40-acre plot with completion of the 92,700 square foot structure projected for July of 1984. All centers are noted below with respect to site size, total square footage, number of buildings and programs/options offered.

Center	Site Size	Square Footage	Buildings	No. Programs/Options*
Billings	30 acres	120,500	1	31
Butte	40 acres	92,700	1	19
Gt. Falls	39 acres	118,000	1	18
Helena	5 acres	113,000	4	23
Missoula	16 acres	126,000	4	28

*Programs and options are duplicated at centers.

It is appropriate to note that some programs require the use of specialized facilities off campus as in the practical nurse and nurse aide programs.

Of the 118,000 square feet at the Great Falls facility, 9,000 square feet are not completed and remain as enclosed areas not usable for program offerings.

The Helena center currently utilizes three relocatable structures with additional space required due to enrollment increases during the 1982-83 academic year.

Facilities at three sites (Great Falls, Helena, Missoula) need to address energy savings.

Priority construction and facility revisions are listed below for the interim 1982-1987.

Construction Priorities 1982-1987 (non-federal VEA fund source)

Rank	Project	Location	Estimated 1982 Cost
1.	Weatherization of Roberts Street Building	Helena	210,000
2.	Weatherization of Poplar Street Buildings	Helena	220,000
3.	Installation of vestibules	Gt. Falls	30,979
4.	Renovate and construct classrooms of Roberts Street Building	Helena	921,225
5.	Trades and Industries lab completion	Gt. Falls	322,136
6.	Sewer and water hookup to city services	Billings	236,118
7.	Installation of elevator and hangar doors at Poplar Street Building	Helena	98,600
8.	Parking lot surfacing	Gt. Falls	154,750

The Missoula Vocational-Technical Center is projecting a planning process to initiate a campus approach to alleviate the widely diverse locations of current facilities.

Of final consideration with respect to physical plant and operations, is the anticipated additional operations funds that will be required when the Butte facility is completed. Projected increased costs will amount to an additional $120,000 in the first full year of operations at the Butte center.

Postsecondary Vocational-Technical Center
Funding Planned Expenditures

House Bill 2 of the November 1981 Special Session of the Montana Legislature identified the following fund allocations for the postsecondary centers for state fiscal year 1983.

	Center Allocation				
Source	Billings	Butte	Great Falls	Helena	Missoula
General Fund	695,555	814,138	833,954	1,407,039	1,343,005
VEA Federal	178,968	140,826	168,858	258,742	252,652
Co. Mill Levy	292,424	82,922	141,766	89,915	197,706
Tuition	264,353	155,364	198,109	278,937	277,315
Subtotal	1,424,839	1,192,494	1,431,783	2,041,505	2,072,327

Montana law 20-7-326 allows for an additional levy by school district on a ballot approval submitted to the electorate for a salary and benefit differential pursuant to 20-20-301 and in the manner prescribed in 20-9-353. Additional levy revenues anticipated include:

	Additional Levy Estimate				
	Billings	Butte	Great Falls	Helena	Missoula
Added levy:	95,312*	105,438	94,942	98,000	160,000
Budget Total Projected	1,520,151	1,297,932	1,426,725***	2,139,505**	2,232,327

* Billings school district may increase the added levy to reflect negotiated agreement costs.

** Helena center reflects a $15,000 state audit cost in FY 83 which was actually conducted and expended in FY 82.

*** Great Falls reflects a $14,000 state audit in FY 83 which was conducted and expended in FY 82.

Adjustments are projected to anticipate expenditures for audits and final mill levy determined by negotiated agreements with instructor organizations in addition to federal and legislative refinements. The projected fiscal outlook is presented below:

General Fund	5,094,091
VEA Federal	1,000,046
Co. Mill Levy	804,733
Tuition	1,174,078
Appropriated S.T.	8,072,948
Additional levy	542,692
TOTAL	8,606,640

These resources will be distributed to center program offerings in the planned manner prescribed below by OE Code; subject to final revision.

VOCATIONAL-TECHNICAL CENTERS FY83
EXPENDITURES BY OE CODE

		USOE	FEDERAL	STATE	LOCAL	TOTAL
Ag Mechanics	Bil	01.0300	7587	38634	19127	65348
	Hln		20839	106113	52536	179488
Forestry	Msl	01.0700	23181	118043	58442	199666
Total Agriculture		01.	51607	262790	130105	444502
Mid Management	Bil	04.0800	9006	45858	22704	77568
	G.F.		14172	72164	35728	122064
	Msl		20122	102463	50728	173313
Total Distributive		04.	43300	220485	109160	372945
Dental Assist	G.F.	07.0101	15185	77322	38282	130789
L.P.N.	Bil	07.0302	15338	78108	38671	132117
	Bte		23016	117199	58024	198240
	G.F.		20030	101998	50498	172525
	Hln.		17532	89278	44202	151012
	Msl		19121	97366	48205	164692
Nurse Aide	Bil	07.0303	8621	43901	21735	74257
	G.F.		10019	51020	25260	86299
Oper.Rm. Tech	Msl	07.0305	12067	61449	30423	103939
Respiratory Ther	Msl	07.0903	18242	92893	45992	157127
Total Health		07.	159171	810534	401292	1370997
Food Service	Bil	09.0203	14159	72099	35695	121953
	Msl		15404	78439	38834	132677
Total Wage H.E.C.		09.	29563	150538	74529	254630
Acctg/Book	Bil	14.0100	8755	44579	22071	75405
	Bte		9743	49615	24565	83923
	G.F.		13400	68233	33782	115415
	Hln		16464	83840	41509	141813
	Msl		12700	64672	32019	109391

Business D.P.	Bte	14.0201	12280	62530	30958	105768
	G.F.		15784	80375	39793	135952
	Hln		21697	110483	54700	186880
	Msl		22232	113210	56050	191492
Secretarial	Bil	14.0700	19423	98904	48966	167293
	Bte		21773	110872	54893	187538
	G.F.		28855	146935	72747	248537
	Hln		23962	122017	60409	206388
	Msl		36452	185620	91900	313972
Total Office		14.	263520	1341885	664362	2269767
Civil Engr.Tech	Bte	16.0107	10381	52862	26171	89414
Electronic Tech	Hln	16.0108	29127	148318	73432	250877
Elec/Mech Tech	Bte	16.0109	13639	69454	34386	117479
	Msl		16789	85490	42326	144605
Total Technical		16.	69936	356124	176315	602375
Air Cond/Ref	Bil	17.0100	13031	66354	32851	112236
Auto Body &	Bil	17.0301	14075	71671	35483	121229
Auto Painting	G.F.		24986	127231	62991	215208
Auto Mech	Bil	17.0302	21683	110414	54665	186762
	Bte		13851	70531	34920	119302
	Hln		23498	119655	59240	202393
	G.F.		11414	58121	28776	98311
Aviation Tech	Hln	17.0400	22047	112267	55582	189896
Building Trades	Hln	17.1001	17395	88578	43855	149828
Diesel Mech	Bil	17.1200	14899	75868	37561	128328
Drafting	Bil	17.1300	9589	48830	24175	82594
	Bte		9127	46477	23010	78614
Hvy Eq.Main/Op	Msl	17.1003	33865	172447	85377	291689
Machine Shop	Bte	17.2302	9416	47946	23737	81099
	Hln		16846	85785	42472	145103
Welding	Bil	17.2306	20325	103496	51240	175061
	Bte		17718	90224	44669	152611
	Hln		18499	94198	46636	159333
	Msl		13722	69874	34594	118190
Total			325986	1659967	821834	2807787
Small Engine	Bte	17.3100	9746	49628	24570	83944
	Msl		15275	77781	38508	131564
Watchmaking	G.F.	17.2100	13193	59816	29614	101177
Trk.Diesel Mech	Hln	17.9902	18749	95475	47270	161494
Total T&I		17.	56963	291768	139962	478179
TOTALS *			1000046	5094091	2522503	8616140

*Differences in state and local amounts on this table are due to state and local funds for other operational costs not directly associated with programs. Also, FY 84 through FY 87 program costs have not been projected by OE code due to program changes, additions or deletions. Total expenditure includes instruction, administration, support and ancillary services inclusive of physical plant.

Planned Expenditures Outside of Primary Operations Allocations

One of the goals of the system for postsecondary vocational-technical centers is to cooperate with manpower program agencies of the state in offering educational projects. The following are planned expenditures for program offerings outside primary allocations.

Center	Project	Funding Source				
		Federal			State	Match
	Other	VEA	CETA*	Adult		
Butte	Humane Educ. Learning Prog.	57,019				95,896
Great Falls	Respiratory Ther.	64,845				73,327
	Career Assist. Center for Dis. and Handi.	20,000				20,000
	Learning Center-Dis. and Handi.	15,000				15,000
Missoula	Career Assist. Center for Dis. and Handi.	50,000				50,000
	ABE				15,000	4,500
	ABE Federal			45,000		15,000
	WOW		75,000			
	CETA-Basic Ed.			50,000		
	ESL 45,000					
	Prevocational	30.000				27,167

*CETA is used pending final determination of the replacement legislation

In addition, centers administer student financial aids programs with funds received from Pell Grants, SEOG, CWS, VCIP, SSIG and private scholarships.

DISADVANTAGED AND HANDICAPPED VOCATIONAL EDUCATION PROGRAMS

Program Description

Disadvantaged and handicapped students should have ready access to any vocational programs which are realistic in the light of actual or anticipated opportunities for gainful employment; which are suitable to the student's needs, interests and abilities; and which will benefit the student.

This has been and will continue to be the philosophy of the Vocational Education Services Department, Montana Office of Public Instruction. To implement this philosophy, special vocational projects have been developed and supported which provide training for identified students. These programs have been implemented in the public school system, private nonprofit sites and state institutions. Such programs are financially supported on a 50 percent match basis for three years. During this time assistance is provided the school district in integrating the cost of the program into its school budget. Special services are also provided when identified special needs students have been mainstreamed into regular vocational education programs and it has been verified the student requires extra assistance to successfully complete the program. There is an interagency agreement between the Vocational Rehabilitation Division of the Montana State Department of Social and Rehabilitation Services, Department of Special Services and the Department of Vocational Education Services, Office of Public Instruction, to coordinate activities serving the same clientele. All vocational disadvantaged and handicapped proposal applications are reviewed on a competitive basis and proposal approval/disapproval is addressed by an organized project review committee. Membership on this committee consists of personnel from various divisions in the Office of Public Instruction to assure the approved proposals complement other activities serving the same clientele.

During FY 1981, 9 handicapped and 17 disadvantaged projects were funded. These projects served 319 handicapped students and 1,644 disadvantaged students.

Projections

Since one of the federal criteria for enrollment in a vocational education program is that it be determined a student can benefit from the training program in which enrolled, it becomes evident that a system should be available which would allow a student to identify career interests and abilities. Such services become even more imperative to serve the special needs population due to their difficulties integrating into the competitive labor market. Montana is a large, sparsely settled, rural state, and few such services are available for any clientele.

A systematic, organized program to provide for the disadvantaged/handicapped an opportunity to discover themselves--their interests, capabilities, attitudes and aptitudes--and then explore career opportunities which accommodate their abilities, interests, and aptitudes. By locating these programs within the postsecondary vocational-technical facilities, access for any disadvantaged and handicapped person 15 years and older would be assured and a more efficient and

coordinated approach would be available to the clients. With this type of program available, more realistic and beneficial programming will be accomplished for the handicapped and disadvantaged.

For FY 1982, the handicapped population ages 15 through 22 has been projected to be 2,661; the disadvantaged 3,563 ages 14 through 17. Due to Montana's present high unemployment rate and the economic situation, the disadvantaged population can be projected to increase. With the changes in federal regulations pertaining to handicapped conditions, this population can be projected to begin to decrease after FY 1985 (see chart).

Section 140, special needs funds, are allocated on a proposal basis and funding formula to LEA/OER's which reflect high dropout and unemployment rates.

Montana must pay up to 100 percent of the cost of special programs under Section 140 to meet the needs of the disadvantaged to enable greater potential to succeed in vocational education programs. Section 140 funds may be used in nonprofit private schools provided assurances are made to avoid commingled funds.

Disadvantaged persons shall include those persons who have academic or economic disadvantaged or who require special services, assistance or programs in order to enable them to succeed in vocational education programs. All definitions of 104.804, Rules and Regulations, shall apply.

Funds for Limited English Speaking Projects (LESA) are awarded on a project proposal basis to the extent of availability. Funds will be utilized to address basic English skills acquisition, career information/education, job seeking skills, job adjustment and related education to afford the limited English speaking population greater potential for continuing education and/or job placement.

In addition to those specific projects listed for FY 83 in this state plan and as monies available allow, request for proposals will be distributed to all appropriate agencies in the following areas:

1. Serving special needs students mainstreamed into regular vocational programs
2. Serving a group of identified special needs students in a specifically designed vocational program
3. Serving remedial instructional needs of identified student(s) to assist students in completing a vocational program
4. Development of computer software in vocational education for the special needs student
5. Development of inter-district cooperative programs to serve the special needs population

Decrease in federal funding and the economic decline demand a concentrated effort of all agencies/organizations serving the special needs population to coordinate all aspects of services provided. Vocational education shall continue to support those specific programs designed to serve that identified student population which cannot succeed in a regular vocational education program. Specific remedial services identified as prerequisites for successful completion of postsecondary vocational education programs will be supported as well as programs located at state institutions.

Assistance to vocational education teachers and students in vocational education teacher training programs will be provided with preservice and inservice programs addressing the specific needs and teaching techniques necessary to accommodate the special needs students.

Goals for 1983-1988

1. Provide technical assistance in the development of a systematic and organized career assistance program for the state
2. Provide technical assistance in the drafting of quality special needs proposal applications
3. Continue to support programs developed for identified special needs population, programs providing special services for vocationally mainstreamed special needs students, remedial programs for postsecondary students and special needs, preservice and inservice training for vocational educators or needs of and teaching techniques dealing with the special needs population.

Objectives 1983

1. To provide technical assistance to at least two postsecondary vocational-technical centers in implementing a Career Assistance Center
2. To revise the disadvantaged/handicapped proposal application
3. To develop a project application handbook which will hopefully enhance the quality of proposals and operation of approved projects
4. To revise the financial reporting system which will be more compatible with other vocational education financial reporting forms
5. To provide technical assistance upon request in the development of disadvantaged/handicapped proposals
6. To distribute to all eligible applicants, in a timely manner, requests for special needs proposals; manage proposals received, review process and notification procedures
7. To monitor all funded projects
8. To continue to upgrade special needs specialist knowledge in disadvantaged/handicapped area by attending pertinent meetings, conferences, professional reading and communicating with other professionals serving these clients
9. To provide technical assistance to the Special Education Unit, Division of Special Services, in conducting programs designed for vocational and special education teachers

Objectives 1984

1. Review the management system in operation for special needs projects and revise to accommodate changes in federal regulations and identified operational problems
2. Monitor established Career Assistance Centers and provide technical assistance in the establishment of one or more centers
3. To provide technical assistance, upon request, in the development of disadvantaged/handicapped proposals
4. To distribute to all eligible applicants, in a timely manner, requests for special needs proposals; manage proposals received, review process and notification procedures

5. To monitor all funded projects
6. To continue to upgrade special needs specialist knowledge in disadvantaged/handicapped area by attending pertinent meetings, conferences, professional reading and communicating with other professionals serving these clients
7. To actively provide leadership in the coordination of all vocational and career education services provided to the special needs population
8. To provide technical assistance to the Special Education Unit, Division of Special Services, in conducting programs designed for vocational and special education teachers

Objectives 1985

1. To develop a bibliography of all private, local, state and federal agencies serving the special needs population and the services provided for distribution to school districts
2. Monitor established Career Assistance Centers and provide technical assistance in the establishment of one or more centers
3. To provide technical assistance upon request in the development of disadvantaged/handicapped proposals
4. To continue to upgrade special needs specialist knowledge in disadvantaged/handicapped area by attending pertinent meetings, conferences, professional reading and communicating with other professionals serving these clients
5. To actively provide leadership in the coordination of all vocational and career education services provided to the special needs population
6. To provide technical assistance to the Special Education Unit, Division of Special Services, in conducting programs designed for vocational and special education teachers
7. To actively provide leadership in the coordination of all vocational and career education services provided to the special needs population

Economically Disadvantaged Population--14 to 17 years old

FY	1982	1983	1984	1985	1986	1987
	3283	3611	3792	3792	3602	3242*

Academically Disadvantaged Population--grades 9-12

FY	1982	1983	1984	1985	1986	1987
	3536	3606	3678	3678	3604	3532**

Handicapped Population--grades 9-12

FY	1982	1983	1984	1985	1986	1987
	2621	2673	2673	2646	2620	2594***

* Projections based upon a 10 percent increase in FY 1983, 5 percent increase in FY 1984, 5 percent decrease in FY 1986 and 10 percent decrease in FY 1987.

** Projections based upon 2 percent increase in FY 1983 and 2 percent decrease in FY 1986 and 1987.

*** Projections based upon 2 percent increase in FY 1983 and 1 percent decrease in FY 1985, 1986 and 1987.

OBJECTIVES FOR SPECIAL NEEDS
PRIORITIES FOR 1982-1983

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To provide technical assistance to two postsecondary vocational-technical centers in the development of and implementation of career assistance centers.		X			
Tasks:					
A variety of resource material will be catalogued to assist centers in developing a philosophy of career assistance centers. Assistance will be provided to two postsecondary vocational centers in drafting an approvable special needs project application. Implemented Career Assistance Centers will be monitored by periodic visits to assure compliance with state and federal vocational educational rules and regulations.					
2. To revise the present special needs program management system so that it complements the present system operating within the Vocational Services Department.	X	X			
Tasks:					
Rewrite the program guidelines for special needs programs. Revise the special needs project application. In cooperation with Reports Specialist and Assistant Superintendent for Vocational Education Services, develop a funding policy which will accommodate department and program needs and regulations. Revise evaluation instrument to include all pertinent OCR review requirements.					

OBJECTIVES FOR SPECIAL NEEDS
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. To provide technical assistance to 10 school districts in developing and writing a special needs proposal.	X				
Tasks:					
Identify from the LEA's 5-year plans those schools planning to develop special needs programs. Contact 10 identified schools and offer technical assistance in the special needs area.					

OBJECTIVES FOR SPECIAL NEEDS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To continue to provide technical assistance to establish Career Assistance Centers and to two more postsecondary vocational-technical centers in the establishment of Career Assistance Centers.		X			

Tasks:

Assistance will be provided to two postsecondary vocational-technical centers in drafting approvable special needs project applications. Career Assistance Center resource material will continue to be gathered and catalogued for dissemination in the state. All established CAC's (Career Assistance Centers) will be monitored by periodic visits to assure compliance with state and federal vocational education rules and regulations. Technical assistance will be provided to CAC's in the coordination of services and policies and other agencies serving the disadvantaged and handicapped population. Alternative systems to provide CAC services to populations outside service areas of postsecondary vocational-technical centers will be researched.

OBJECTIVES FOR SPECIAL NEEDS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
2. Implement that portion of the special needs programs management system which has been developed and continue to develop the system.	X	X			X
Tasks:					
Develop a special needs project manual which will provide assistance in writing acceptable project applications. Revise approval system for special needs proposals which will complement the present Vocational Education Department system. Assist the Vocational Education Department in the development of a workshop format which will provide training to administrators and teachers in long-range planning, needs assessment, proposal writing, funding procedures, evaluation and report filing.					
3. To provide technical assistance to 10 school districts in developing and writing a special needs proposal.	X				
Tasks:					
Identify from the LEA's 5-year plan 10 schools planning to develop special needs programs. Contact 10 identified schools and offer technical assistance in the special needs area.					

OBJECTIVES FOR SPECIAL NEEDS
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To continue to provide technical assistance to the established Career Assistance Centers and to one postsecondary vocational-technical center in the establishment of a CAC.		X			
Tasks:					
Technical assistance will be provided to one postsecondary vocational-technical center in the drafting of an approvable special needs project application. All established CAC's will be monitored by periodic visits to assure compliance with state and federal vocational education rules and regulations. Technical assistance will be provided to CAC's in the coordination of services and policies with other agencies serving the disadvantaged and handicapped population.					
2. An alternative system providing CAC services will be developed and implemented.	X				
Tasks:					
Technical assistance will be provided to an applicant in writing an approved special needs project and the implementation of the project. Implemented CAC will be monitored by periodic visits to assure compliance with state and federal vocational education regulations.					

OBJECTIVES FOR SPECIAL NEEDS
PRIORITIES FOR 1984-1985

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. To review and revise, when indicated, management system for special needs projects.					X
Tasks:					
Revise guidelines as indicated. Revise evaluation instrument as indicated. Provide, upon request, technical assistance to special needs programs. Develop a resource library relating to specialized curriculum for handicapped and disadvantaged programs to be disseminated upon request.					
4. To provide technical assistance to 10 school districts in developing and writing a special needs proposal.	X				
Tasks:					
Identify from the LEA's 5-year plans 10 schools planning to develop special needs programs. Contact 10 identified schools and offer technical assistance in the special needs area.					

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The National Occupational Coordinating Committee, as mandated by Public Law 94-482, was established to provide communication and coordination between the various national agencies involved in vocational training and labor demand. The law stated that ". . .by September 30, 1978, each state receiving assistance under this act and under the Comprehensive Employment and Training Act of 1973 shall establish a State Occupational Information Committee composed of representatives of the state board (sole agent), the State Employment Security Division, the State Manpower Services Council, and the agency administering the vocational rehabilitation program. This committee shall, with funds available to it from the NOICC, implement an occupational information system in the states which will meet the common needs for the planning for, and the operation of, programs of the state board (sole agent) assisted under this Act . . ."

In accordance with the established legislation, the members of the Montana SOICC are the administrator of the Employment Security Division, the administrator of the Employment and Training Division, the administrator of the Rehabilitative Services Division, and the Superintendent of Public Instruction (Assistant Superintendent for Vocational Education Services, OPI). Each SOICC member agrees that each will delegate authority to a person on his or her staff to act as a member of the SOICC Technical Steering Committee. Membership of the TSC may be expanded by the SOICC to include representatives of other agencies. The Assistant Superintendent for Vocational Education Services and the Specialist for Planning, State and Federal Reports and Research are the OPI representatives designated to the SOICC committee and the Technical Steering Committee respectively.

The major project initiated and conducted by the Montana SOICC have included:

1. Montana Occupational Information System. Because of the need to provide a complete system to identify occupational supply and demand, the design and implementation of an automated, easily accessible system was considered imperative. The OIS, after several years of combined efforts, was designed and implementation is scheduled for June-July 1982.
2. Montana Career Information System. Another goal of the SOICC was to design and implement an automated statewide system to assist prospective participants in vocational training programs in career decisions.
3. Sponsor statewide conferences on occupational information which will include technical assistance to aid users in applying the data in supply/demand reports.
4. Prepare, print and distribute up-to-date Montana Occupational Information Sources and current copies of the Montana Occupational Supply/Demand Report.

The next five years of SOICC operations, based on the direction provided by the program manager, state SOICC and TSC members will continue to concentrate on the current activities. The most important functions in relation to vocational education are the ones associated with the Occupational Information System and supply/demand reports and analysis.

MONTANA OCCUPATIONAL INFORMATION SYSTEM

The Montana Occupational Information System is an integral part of the planning and research function of the Department of Vocational Education Services. Through the efforts of the State Occupational Information Coordinating Committee and all agencies involved, a system has been designed that will accurately report occupational supply and demand data. The purpose of the OIS is to provide an automated report that will reflect the demand for occupations and the supply from training and educational sources available for those occupations. Clusters are used to make supply/demand data relevant to vocational education programs by providing the type of occupations that participants in Montana vocational education programs may be eligible for and the current employment level.

The two major elements of the OIS are demand and supply. Demand data is provided by the Montana Occupational Employment Statistics Survey in relation to the Montana Industry/Occupation Matrix. This system is projected to be available by January-February 1983 and will update and replace current demand data based on census codes. Supply data is provided by the major sources of vocational/ occupational training and education including: vocational education public secondary, vocational education public postsecondary, public postsecondary, private postsecondary and proprietary, vocational rehabilitation, CETA and Job Corps. A potential problem may exist with duplicated counts in supply data but systems are being designed to monitor for duplicated counts particularly in vocational education programs. From the supply/demand information provided to SOICC, three reports will be generated:

1. Supply report. Supply of eligible completers and those designed as available for work will be included in a predetermined occupational cluster that incorporates all sources of supply and the different report codes and descriptions used by those sources.
2. Demand report. Demand data will be available by Occupational Employment Statistics codes that correspond to the predetermined occupational clusters. All occupational demand will be included in this report, including: current and projected employment and average annual job openings based on growth, replacement and annual openings.
3. Supply/Demand Report. This report will reflect the demand by OES code and the supply in total from all sources.

The Montana Occupational Information System will be one of the most important factors for planning and implementing vocational education programs.

MONTANA CAREER INFORMATION SYSTEM

The goal of a Career Information System is to have a positive influence on the process by which people choose jobs and careers, by providing them with current, accurate and locally relevant occupational, educational, training and related information.

The Career Information System under the guidance of Montana Learning Services, Commissioner of Higher Education, is cosponsored by the Commissioner of Higher Education, the Montana Office of Public Instruction and the Montana Occupational Information Coordinating Committee. Providing training, employment and educational resources in a concise, fast and flexible method to all interested Montana people is the major thrust of the MCIS. The location of computerized access sites throughout the state will make the system readily and easily accessible. General goals established for operation of the MCIS in the near future include: implement a cost effective method of delivery for MCIS programs; add a criminal offender, a liberal arts and vocational rehabilitation career counseling component to current services; interface MCIS with existing state services; create the feeling among MCIS users that the system should be a community resource; expand MCIS services into the adult user community; network approximately 52 computerized sites and update the MCIS occupational descriptions.

The Career Information System is an important guidance tool and also can be used as a resource to publicize vocational education programs available in Montana.

SECONDARY VOCATIONAL EDUCATION PROGRAM EVALUATION

The Administrative Rules of Montana, 10.41.129 Program Evaluation, states "evaluation shall be an integral part of Montana's Vocational Education system."

"(1) The Assistant Superintendent for Vocational Education Services shall evaluate each school program approved by the Superintendent of Public Instruction."

In an attempt to comply with the above rules, the Division of Vocational Education Services proposed the following schedule and process for secondary vocational program evaluation.

The program approval process utilizes a three-year cycle (an annual local plan and two annual renewal plans). In order to be consistent, the program evaluation process will also utilize a three-year cycle. To facilitate this endeavor, the state of Montana has been divided into three regions: western, central and eastern.

One region will be targeted for program evaluations each year (1982-83, western region; 1983-84, central region; 1984-85, eastern region). Schools receiving an on-site visit within the previous three-year period will be asked to complete an annual self-evaluation (as will schools in all other regions). Schools in the region that have not been formally evaluated during the previous three years will receive an on-site vocational evaluation.

In an attempt to be accountable for the distribution of vocational funds as well as to promote additional planning and improvement of local vocational programs, the Divison of Vocatioanl Education Services will conduct either a self-evaluation or an on-site visitation for all local schools with approved vocational projects annually. All schools in the state with approved vocational projects will receive one on-site team evaluation during each three-year cycle.

The Administrative Rules of Montana, 10.44.201 General Requirements, rule 12 requires "provisions shall be made for job placement, annual follow-up of program completers and program evaluation." Rule 10.41.120 State Vocational Education Information System requires "institutions offering vocational education programs and/or courses shall provide information to the state director for a State Education Information System."

In an attempt to comply with the above rules, the Division of Vocational Education Services has implemented a secondary vocational student follow-up and information system. The system provides data relating to placement, student assessment and employer satisfaction of vocational programs. Employers of former vocational education students are asked to rate several factors relating to technical knowledge and work attitude as "acceptable" or "needs improvement." Likewise, former students are asked to provide comments about their school and program in order to provide for program improvement.

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the statewide vocational system. If a teacher, school or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

Specific Purposes of Student Follow-Up

1. Determine attitudes toward local schools regarding job training, job placement, preparation for further training and general satisfaction by former students and employers.
2. Develop justification for continuation or modification of existing programs or implementation of new ones.
3. Evaluate existing instructional methods and provide an input source for improvement in order to update and maintain relevant vocational training programs.

The Secondary Vocational Student Follow-up System will also utilize the western, central and eastern regional reporting schedule. One region is designated as the selective sample each year of a three-year cycle.

Student enrollment data will be collected statewide each year as a basis for excess cost funding as well as the follow-up system. Those schools in the designated reporting region will report twelfth grade students who are enrolled in a vocational or industrial arts program for follow-up purposes (blue cards).

The names and addresses of the twelfth grade enrollees will be retained in the information bank of the office computer. Approximately one year later, the twelfth grade students and their employers will be asked to complete a follow-up questionnaire generated by the Division of Vocational Education Services.

All data received from graduates and employers will be compiled and stored in the office computer. Local schools will be provided with summaries of local and regional data. The elements of the follow-up system are: (see appendix for samples) Vocational Education Student Enrollment Report, identifies by name, grade level and class all students enrolled in an approved vocational class in each school. Twelfth Grade Data Card identifies by name and address all twelfth grade students enrolled in an approved vocational class, their area of preparation, future goals and occupational objectives. Vocational Graduate Questionnaire provides graduates an opportunity to respond to questions designed for program review and improvement of the vocational program they were enrolled in. Employer Questionnaire provides employers of program graduates an opportunity to respond to questions designed for program review and improvement based upon the training their employee received in school.

Secondary Vocational Student Information System

Prior to 1982 the Department of Vocational Education Services had not implemented an annual or on-going vocational student follow-up information system. An effort had been made to identify a system which would satisfy the needs of the local districts and the Deparmtent of Vocational Education Services. Two separate projects were funded either totally or in part by the Office of Public Instruction. A summary of each of the two projects is provided.

MONTANA VOCATIONAL EDUCATION STUDY
COMPLETED DECEMBER 1980

This report summarized an eight-month study to investigate the perceptions of a sample of employers and of high school students who completed a vocational education program in Montana in 1976. We wished to learn their perceptions of the quality of vocational education components, student outcomes from vocational training and its relationship to their current jobs, and the extent to which vocational education is meeting the labor market needs of Montana. The study was conducted by the Education and Work Program of the Northwest Regional Educational Laboratory under contract to the Montana State Advisory Council for Vocational Education and the Superintendent of Public Instruction. Planning of this study and development of survey instruments involved the close collaboration of representatives from all three agencies.

The overall plan of the study called for telephone interviews with a sample of employers and a mailed questionnaire to be sent to a sample of employers in Montana and to a sample of 1976 high school vocational education completers. The class of 1976 was selected because those young people had been out of school long enough to get into regular careers or further education and would have had enough taste of the adult world to determine how well their vocational training prepared them. At the same time, they would not have been out of their vocational training programs for so many years that the delivery strategies they would be assessing would have changed drastically since their participation.

High School Sample

The high school vocational follow-up survey was completed by 152 former students out of 524 surveyed, thus giving a 29 percent response rate. Responses were received from each of the six high schools in the sample. Fifty-eight percent of the respondents were female and 94 percent of the respondents were Caucasian. Two percent of the respondents were Native American, 1 percent was Black and 1 percent was Hispanic. The largest number of respondents took courses in office occupations. Those completing the survey had been in vocational education an average of four semesters.

Program Description

The Human Potential Development Program is responsible to insure equal educational opportunity for males and females in Montana's public school system. It receives funds from Title II of the Education Amendments of 1976. Section 104.75 of the act outlines the responsibilities of a full-time person working in sex equity who is to be hired by the Department of Vocational Education Services, Office of Public Instruction.

This federal legislation calls for the designated state education agency's full-time person to:

A. Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State Board in publicizing the public hearings on the state plan in accordance with 104. 165(a).

B. Gather, analyze and disseminate data on the status of male and female students and employees in vocational education programs of the state.

C. Develop and support actions to correct problems brought to the attention of this personnel through activities carried out under paragraph (b) and 104.76, including creating awareness of the Title IX complaint process.

D. Review the distribution of grants and contracts by the Vocational Education Services Department to assure that the interests and needs of women are addressed in all projects assisted under this Act.

E. Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs and the placement of students who have successfully completed vocational education programs) in the state for sex bias.

F. Monitor the implementation of law prohibiting sex discrimination in all hiring, firing and promotion procedures relating to vocational education.

G. Assist local educational agencies and other interested parties in improving vocational education opportunities for women.

H. Make available to the Office of Public Instruction, the state advisory council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner and the general public (including individuals and organizations concerned with sex bias in vocational education), information developed under this section.

I. Review the self-evaluations required by Title IX.

J. Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs through the five-year state plan and its annual program plan prior to their submission to the Commissioner for approval.

Funded programs will be evaluated on a three-year cycle for sex equity requirements, Title IX compliance and the implementation of EEO guidelines.

Inservice and preservice workshops at secondary and postsecondary schools have addressed the issues of bias and stereotyping in curriculum instructional materials, counseling procedures, behaviors and attitudes of staff and students. Resource materials and classroom strategies have been introduced and made available to school personnel to encourage enrollment of students in courses nontraditional to their sex, to reduce the damaging effects of bias and stereotyping and to encourage the occupational preparation of skilled workers regardless of sex.

A public information campaign (which included three television, six radio announcements, and a poster depicting women and men in nontraditional vocational education programs and jobs) was developed, produced and released during FY 1979-80. This was a joint effort of the Office of Public Instruction, the Montana Advisory Council for Vocational Education and Montana Vocational Association. These announcements will be re-released for use in 1982.

Mini-grants to reduce sex bias and stereotyping were awarded to ten local education agencies in FY 1979. These grants were for research on vocational education enrollments and classroom procedures, inservice training, curriculum review and/or public information materials. They were completed during FY 1980. Unless additional funds become available, no additional mini-grants are planned.

In 1981 a handbook, Sex Fairness in Vocational Education Strategies for Advisory Committees, was published and disseminated to all state and local vocational education advisory council members. Copies of Sex Equity Vocational Education Teaching/Learning Materials developed by the School of Home Economics, Ohio University, Athens, Ohio, was reproduced and distributed throughout the state. A person was contracted to organize, catalogue and develop a listing of all resources and materials collected by the Human Potential Development program. Also, a directory of women and men in nontraditional jobs was published. These materials will assist in the provision of data and technical assistance to vocational education programs and instructors.

Enrollment statistics are collected and published each year showing the number of males and females participating in funded postsecondary and secondary programs. Technical assistance and training has been provided in conjunction with the Employment and Training Division of the Montana Department of Labor. Linkages have been established with the CETA manager and career education through the Office of Public Instruction's Career Education Specialist. Services are provided to vocational education special needs programs and special education.

Vocational education student organizations will continue to receive assistance through the Human Potential Development program.

An equal education opportunity effort has been implemented within the Department of Vocational Education Services to provide a comprehensive program of review and evaluation, inservice and preservice training and technical assistance to local and state education agencies. This program serves 1,231 secondary vocational education programs, 78 postsecondary programs at the vocational-technical centers, three state funded community colleges, five tribal community colleges, six displaced homemaker centers and numerous other groups interested in

educational equity. In Montana there are approximately 31,000 students presently enrolled in vocational education and 713 vocational education teachers. Both of these groups directly or indirectly benefit from the educational equity efforts of the human potential development program.

The program has carried out numerous activities designed to assure equal access and the elimination of sex bias and stereotyping in all vocational education funded programs. Program evaluation instruments and project proposal application forms have been reviewed and revised to include assurances of equal access and the elimination of sex bias and stereotyping. Guidelines for secondary vocational education now include sections on sex equity requirements for administration, vocational programs, vocational teachers, guidance counselors, local advisory councils, student leadership organizations and cooperative work experience programs.

The state has been divided into three regions for evaluation purposes. All programs are evaluated every three years. Evaluations will be conducted between September and December of each year. OCR requirements are reviewed at this time.

Projections

Montana's educational, labor force, and business potentials for the 1980's all point to the fact that the human potential development efforts will need to be maintained at a very high level. Many economists are projecting that the 1980's will be the decade of the entrepreneur. National social trends are predicted to continue their conservative swing until mid-1983 or early 1984 before swinging back. Montana has historically been a lag state, following national trends by about one year.

Employment Projections

Montana is projected to have about 16,159 annual job openings through 1985; openings due to growth are 48 percent or 7,756 of the total. Montana's total employment rate through 1985 was predicted by the Department of Labor to increase at an average annual rate of 3.5 percent compared to 2.9 percent nationwide. Agriculture was expected to show little growth; opportunities for employment being replacement rather than expansion related.

Mining

Energy development, which has supplied a great number of the new jobs, is expected to increase at a slower rate than in the recent years. Presently the metalic mining industry is very depressed and there are no indications that many employment opportunities will be generated in this area. With the high cost of equipment and interest and low metal prices there is little chance for entrepreneurship in the metal mining business.

Contract Construction

The depressed housing industry and loss of federal highway construction funds has taken its toll on this industry. There are numerous construction people sitting on the bench in every union hall. Long-range projections are not encouraging. Earlier projections, however, were for a reasonable increase in employment opportunity.

Manufacturing

Manufacturing represents a small percent of the total employment in Montana. The majority of manufacturing employment is in lumber and woods, food production and primary metals. In 1980 Montana was one of only 14 states to show a decline in the number of manufacturing jobs. The very depressed housing, lumber and primary metals industries would indicate that employment opportunities in this area could be expected to be very poor through 1983 and possibly beyond. The possibility for entrepreneurship in this area is not well known. However, transportation, communications and public utilities are expected to experience growth through 1985.

Wholesale and Retail Trade

This industry is expected to increase despite the economic downturn of the early part of the 1980's and should offer good employment opportunities.

Finance, Insurance and Real Estate

This area will offer few, if any, new jobs and many of the present jobs will be replaced with automation.

Services

This industry is expected to offer one of the best opportunities for employment, much of which will be entrepreneurship.

Public Administration

This area has been predicted to grow by 27 percent, but most of that growth was anticipated in state and local government. It now appears that the New Federalism will prevent that growth.

According to the Third Study of General Manufacturing Business Climate of the Forty-Eight Contiguous States of America, Montana ranks 28 in the nation for favorable business climate (see map II). This indicates that Montana can expect to see few new manufacturing businesses opening in the next five years. Of the one's that will, most will be small operations whose market areas are local. Few jobs will be created through this development. In fact, between 1977 and 1980 Montana was one of 14 states to show a loss of manufacturing jobs.

Montana has the nation's highest average number of hours worked per week (42 hours). It also has the nation's second highest divorce rate. A major factor in the average hours worked per week is divorced women who work a second job or moonlight for extra income to support their families. A recent article in Working Women spoke to this nationwide. While men, who have traditionally been the major moonlighters, are showing a decrease in this activity, women, due primarily to economic needs, are showing a drastic increase in moonlighting.

A needs assessment completed and published in September of this fiscal year points strongly to the fact that the human potential development effort is greatly needed in Montana. With the employment prospects for 1982 to 1987 very dim, there will be increased competition for those good jobs which pay a livable wage. Women in particular will have to become more aggressive in seeking employment. The higher technological jobs which show the best prospects have traditionally been held by men. Today, when 42 percent of the paid labor force is women and six out of ten families depend on the earnings of both partners, the earning potential of women is obviously critical to our economic system. The average women of today can expect to spend 34 years in the paid labor force but earn only 59 percent of what the average man earns. Even today 80 percent of working women are clustered in lower paying occupations. With only 14 percent of vocational education students female, it is obvious that greater efforts must be made to recruit women into nontraditional high technology vocational education.

Both Montana's working men and women need to consider nontraditional employment opportunities. Retraining and upgrading is essential for both. The traditional male dominated industries of Montana (mining, lumber and agriculture) are no longer able to provide employment. Many men looking for new employment will need to look to traditional female areas such as health care.

The efforts of vocational education must be directed to encourage nontraditional employment and to eliminate sex bias and stereotyping.

The human potential development program is working toward these ends. The continued need for such efforts is obvious.

OBJECTIVES FOR HUMAN POTENTIAL DEVELOPMENT
PRIORITIES FOR 1982-83

	OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
		Secondary	Postsecondary	Adult	College	Agency
1.	To evaluate the sex equity compliance of vocational education programs at Helena, Deer Lodge, Anaconda, Boulder, Townsend, Three Forks, Twin Bridges, Dillon, Darby, Eureka, Libby, Bigfork, Polson, Hot Springs, Ronan, Missoula (Hellgate), Corvallis and Hamilton between September and December 1982. Evaluation reports will be written and on file at both the LEA and state office indicating that this objective was met.	X				
2.	To provide documentation and other requested assistance to the Region VIII OCR evaluation team during the state's OCR evaluation during the month of September 1982. The OCR report will be written by the Regional Office and the compliance plan or response for the state will serve as evaluation data that this objective was met.					X
3.	To develop, print and distribute a report on student enrollment in secondary and postsecondary programs in Montana. The report will be ready for distribution September 1982. The publication will serve as evaluation data that this objective was met.	X	X			X
4.	To reprint and distribute the publication "Getting Hired in Montana." This publication will be ready for distribution by late September 1982. Five hundred copies will be printed and disseminated at workshops and MVA at the rate of 100 per year over the next five years. The publication and dissemination requests will serve as evidence that this objective was met.	X	X	X	X	X
5.	To reprint 2,000 copies of the new "Montana Directory" of nontraditional workers. The directory will be reprinted and updated periodically over the next five years. The 2,000 copies will be ready for statewide distribution by November 1982. The first 2,000 copies lasted about six months. It is anticipated that the second 2,000 copies will last considerably longer and that updates will occur every 18 months. The reprints and updates will serve as evidence that this objective was met.	X				X

OBJECTIVES FOR HUMAN POTENTIAL DEVELOPMENT
PRIORITIES FOR 1982-83

	OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
		Secondary	Postsecondary	Adult	College	Agency
6.	To present programs and materials statewide upon request to MACVE, Women's Advisory Council, youth leadership organizations, student groups, local advisory councils, the Department of Labor, LEA's and other interested groups or individuals. This will be an ongoing process throughout the next five years. The records of request for programs and materials will serve as evidence that the objective is met.	X	X	X	X	X
7.	Publicize and conduct public hearings on the state vo-ed plans. This will be done by notifying women's advocacy groups and other agencies of the time and place of hearings scheduled. The first hearing is June 16, 1982. The records of the hearings and notifications will evidence that the objective is met.	X	X	X	X	X
8.	Develop and disseminate statewide the yearly information on the status of vocational education employees. This will be done by September of each year for the five-year period of this plan. The publication and dissemination of this data will evidence the successful completion of this objective.	X	X			
9.	To continue to review and update project applications and other vocational education forms to insure that male/female data is recorded and considered when projects are funded. This will occur by November of each year. The revised application forms and funded projects will serve as evidence that the objective was met.	X				
10.	Continue the ongoing work with all members of the vocational education staff to promote sex fair learning environments in all Montana vocational education programs. This will be ongoing and evidenced by the on-site evaluations and enrollment data reports. The objective will not be considered met unless enrollments of the nontraditional gender student in vocational programs on a statewide basis is met.	X				

OBJECTIVES FOR HUMAN POTENTIAL DEVELOPMENT
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
11. Review the Title IX self-evaluations of school districts.	X				
12. Work jointly with SEE Institute, Title IX Assistance Center, Dept. of Labor, Employment and Training, Apprenticeship Bureau, Region VIII Desegregation Center, women's advocacy groups, professional organizations, and other interested groups to promote sex equity in all occupational and related educational areas. This will be an ongoing process. Correspondence and reports will document this activity.	X				
13. Cosponsor the U.S. Department of Labor's Women's Bureau National Initiative designed to create an awareness among Montana's women and their support groups about apprenticeship training with special emphasis on nontraditional employment. The grant has been applied for and the reports of the project will evidence that the objective has been met.			X		

OBJECTIVES FOR HUMAN POTENTIAL DEVELOPMENT
PRIORITIES FOR 1983-84

	OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
		Secondary	Postsecondary	Adult	College	Agency
1.	To evaluate the sex equity compliance of vo-ed programs at Broadview, Park City, Joliet, Fromberg, Belfry, Red Lodge, Big Timber, Judith Gap, Winifred, Hobson, Augusta, Joplin, Havre, Box Elder, Fort Benton, Sand Coulee, Cascade, Choteau, Belt and Rudyard between September and December of 1983. Evaluation reports will be written and on file for each on-site evaluation indicating that this objective was met.	X				
2.	Develop and disseminate statewide the yearly information on the status of vocational education employees. This will be done by September of each year for the five-year period of this plan. The publication and dissemination of this data will evidence the successful completion of this objective.	X	X			
3.	Continue to revise and update project applications and other vocational education forms to insure that male/female data is recorded and considered when projects are funded. This will occur by November of each year. The revised application forms and funded projects will serve as evidence that the objective was met.	X				
4.	Continue the ongoing work with all members of the vocational education staff to promote sex fair learning environments in all Montana vocational education programs. This will be ongoing and evidenced by the on-site evaluation and enrollment data reports. The objective will not be considered met unless enrollments of the nontraditional gender student in vocational programs on a statewide basis is met.	X				
5.	Review the Title IX self-evaluations of school districts.	X	X	X	X	X

OBJECTIVES FOR HUMAN POTENTIAL DEVELOPMENT
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
6. To present programs and materials statewide upon request to MACVE, Women's Advisory Council, youth leadership organizations, student groups, local advisory councils, the Dept. of Labor, LEA's and other interested groups or individuals. This will be an ongoing process throughout the next five years. The records of request for programs and materials will serve as evidence that the objective is met.	X	X	X	X	X
7. Publicize and conduct public hearing on the state vo-ed plans. This will be done by notifying women's advocacy groups and other agencies of the time and place of hearings scheduled. The first hearing was June 16, 1982. The records of the hearings and notifications evidenced that the objective was met.	X				
8. Work jointly with SEE Institute, Title IX Assistance Center, Dept. of Labor, Employment and Training, Apprenticeship Bureau, Region VIII Desegregation Center, women's advocacy groups, professional organizations and other interested groups to promote sex equity in all occupational and related educational areas. This will be an ongoing process. The files will document this activity.					X
9. Work with the Phoenix Institute on the establishment of a model innovative nontraditional job training site in Montana. Exact dates are pending. The Phoenix Institute has an approved grant. The model training program will evidence that this objective is met.		X			

OBJECTIVES FOR HUMAN POTENTIAL DEVELOPMENT
PRIORITIES FOR 1984-85

	OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
		Secondary	Postsecondary	Adult	College	Agency
1.	To evaluate the sex equity compliance of vo-ed programs at Worden, Shepherd, Hinsdale, Scobey, Medicine Lake, Westby, Culbertson, Miles City, Ekalaka, Fairview, Sidney, Jordan and Wibaux between September and December 1984. Evaluation reports will be written and on file at the LEA and the state office indicating that this objective was met.	X				
2.	To reprint 2,000 copies of the new "Montana Directory" of nontraditional workers. The directory will be reprinted and updated periodically. It is anticipated that the second 2,000 will last considerably longer than the 2,000 copies printed in 1982. The reprints and updates will serve as evidence that the objective was met.	X				X
3.	To present programs and materials upon request to MACVE, women's advisory council, youth leadership organizations, student groups, local advisory councils, the Dept. of Labor, LEA's and other interested groups or individuals. This will be an ongoing process throughout the next five years. The records of request for programs and materials will serve as evidence that the objectives are met.	X	X	X	X	X
4.	Publicize and conduct public hearings on the state vo-ed plans. This will be done by notifying women's advocacy groups and other agencies of the time and place of the hearings scheduled. The first hearing was June 16, 1982. The records of the hearings and notifications evidenced that the objectives were met.	X	X	X	X	X

OBJECTIVES FOR HUMAN POTENTIAL DEVELOPMENT
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
5. Develop and disseminate statewide the yearly information on the status of vocational education employees. This will be done by September of each year for the five-year period of this plan. The publication and dissemination of this data will evidence the successful completion of this objective.	X	X			
6. Continue the ongoing work with all members of the vocational education staff to promote sex fair learning environments in all Montana vocational education programs. This will be ongoing and evidenced by the on-site evaluations and enrollment data reports. The objective will not be considered met unless enrollments of the nontraditional gender student in vocational programs on a statewide basis is met.	X				
7. Review the Title IX self-evaluations of school districts.	X				
8. Cosponsor the U.S. Department of Labor's Women's Bureau National Initiative designed to create an awareness among Montana's women and their support groups about apprenticeship training with special emphasis on nontraditional employment. The grant has been applied for and the reports of the project will evidence that the objective has been met.					X

DISPLACED HOMEMAKERS

Program Description

The Vocational Education Amendments of 1976 recognize several groups of persons who are in need of special support services in relation to obtaining employment. They are described in Section 120(b)(L) as follows:

> "(i) Persons who had solely been homemakers but who now, because of dissolution of marriage, must seek employment;
> (ii) persons who are single heads of households and who lack adequate job skills;
> (iii) persons who are currently homemakers and part-time workers but who wish to secure full-time employment; and
> (iv) men and women who are employed in jobs traditional to their sex and who wish to secure employment in job areas which have not been traditional to their sex."

States are mandated by PL 94-482 to fund programs to assess and meet the needs of these groups. These programs shall include:

1. organized educational programs necessary to prepare these special groups for employment
2. special courses preparing these individuals in how to seek employment
3. provision of placement service for the graduates of these programs

Displaced homemakers are one of these special groups, as defined in Section 120, (b)(L)(i).

The problems and special needs of displaced homemakers have become a national concern. In most cases they are ineligible for unemployment insurance because they have not recently been employed; ineligible for aid to dependent children because their children are grown; ineligible for social security because they are too young, and have difficulty entering the job market because they lack employable skills or recent work experience.

The program has sponsored and continued to sponsor ongoing training workshops for staff of the state's six displaced homemaker programs. A project entitled "Careers in Transition" was funded by the Office of Public Instruction to provide training and a needs assessment survey.

In September of 1981 the outcomes of the "Careers in Transition" were published.

Compliance Section

A major goal of the displaced homemaker program is to eliminate sex role stereotyping and provide equal access to vocational education and career choice. The efforts of the human potential development program are closely linked with those of the Employment and Training Division of the Department of Labor. The Montana Job Service, among others, has an active role in providing services to displaced homemakers.

Projections

Montana's future five-year employment projections are not good. Its divorce rate, among other indicators, suggests that the percentage of displaced homemakers will increase over this period. During the last legislative session a bill was introduced to provide state funds for the displaced homemaker program. The bill failed to receive adequate legislative support. However, a group of legislators plan to reintroduce an amended bill in the coming legislative session and hopefully it will carry. Without additional state funds, the present budget will not allow the initiation of any major new programs.

Because known funding levels will not be adequate to allow grants to each of the six displaced homemaker programs, no mini-grants will be awarded. Rather, the inservice training needs identified by the 1981 needs survey will be the focus of the displaced homemaker efforts over the next five years. Training will be provided in conjunction with employment and training efforts through this office. The exact time and location for this training is selected by a committee of the displaced homemaker operators to coincide with their needs. Therefore, exact times and locations cannot be addressed at this time. The next workshop was on June 24-25, 1982.

OBJECTIVES FOR DISPLACED HOMEMAKERS
PRIORITIES FOR 1982-1983

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To provide technical assistance to seven displaced homemaker programs. Workshops and materials will be provided. Assistance will be documented.			X		
2. Gather and disseminate data on displaced homemakers. Dissemination will be documented.			X		
3. Advise displaced homemaker support groups of hearing. Documentaiton will evidence the meeting of the objective.			X		
4. Link with Department of Labor training efforts for displaced homemakers. Provide joint funding for workshops. Accounting records and workshop evaluations will evidence the meeting of this objective.			X	X	
5. Cosponsor the Women's Bureau National Initiative. Project reports will evidence the meeting of this objective.			X	X	

OBJECTIVES FOR DISPLACED HOMEMAKERS
PRIORITIES FOR 1983-84

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To provide technical assistance to seven displaced homemaker programs. Workshops and materials will be provided. Assistance will be documented.			X		
2. Gather and disseminate data on displaced homemakers. Dissemination will be documented.			X		
3. Advise displaced homemaker support groups of hearing. Documentation will evidence the meeting of this objective.			X		
4. Link with Department of Labor training effort for displaced homemakers. Provide joint funding for workshops. Accounting records and workshop evaluations will evidence the meeting of this objective.			X	X	
5. Cosponsor the Women's Bureau National Initiative. Project reports will evidence the meeting of this objective.			X	X	

OBJECTIVES FOR DISPLACED HOMEMAKERS
PRIORITIES FOR 1984-1985

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To provide technical assistance to seven displaced homemaker programs. Workshops and material will be provided. Assistance will be documented.			X		
2. Gather and disseminate data on displaced homemakers. Dissemination will be documented.			X		
3. Advise displaced homemaker support groups of hearing. Documentation will evidence the meeting of this objective.			X		
4. Link with Department of Labor training efforts for displaced homemakers. Provide joint funding for workshops. Accounting records and workshop evaluations will evidence the meeting of this objective.			X	X	
5. Cosponsor the Women's Bureau National Initiative. Project reports will evidence the meeting of this objective.			X	X	
6. Provide technical assistance to state and local vocational education advisory councils regarding displaced homemakers. A report on the status of displaced homemakers will be written and disseminated. The report will document the meeting of the objective.	X	X	X		

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

The Comprehensive Employment and Training Act (CETA) program is funded by the CETA Amendments of 1978 which reauthorized and amended the 1973 Act. Presently this legislation is in the process of being replaced. It is anticipated that replacement legislation will be in place by the time this state plan is in effect. If not, CETA has an automatic one-year extension by virtue of the passage of the Omnibus Budget Reconciliation Act of 1981.

The classroom training components of CETA have generally been subgranted to the State Superintendent of Public Instruction (sole state agent for vocational education) with the exception of the six-county Concentrated Employment Program (CEP) area.

Montana presently has two prime sponsors. The Governor acts as the Balance of State Prime Sponsor which covers all the state but the CEP area. A board of six county commissioners act as prime sponsor for the six county CEP area.

Montana state law established the State Superintendent as the sole state agent for vocational education and further requires that all federal funds for vocational education activities that enter Montana through the Governor's office must be made available to the State Superintendent and be spent at the Superintendent's discretion. These laws have been upheld in recent opinions of the State Attorney General.

Historically, all classroom training components of CETA have been subgranted to the State Superintendent of Public Instruction by the Governor's office.

Presently, the Superintendent has subgrants under Title IIB of the Act. For the first part of FY 1982 the Superintendent had Title IV funds. However, these funds were withdrawn when the prime sponsor's office received notice of FY 1982 funding and discovered that Title IV was overobligated. Under Title IIB the Superintendent has the Vocational Education Special Governor's Six Percent and some additional Title IIB funds which are used to provide World of Work training at Kalispell, Missoula, Great Falls and Billings and Adult Basic Education services at Billings, Missoula and Great Falls. The State Superintendent contracts funds to the CEP area prime sponsor which are used to provide Adult Basic Education services in Butte and Helena.

Compliance Section

A major effort within CETA programs is the elimination of sex role job stereotyping and the accompanying sex bias. CETA works with the human potential development specialist and the Office of Public Instruction specialist assigned career education responsibilities. The Montana Department of Labor and Industry (CETA) received approval to join the U.S. Department of Labor in jointly sponsoring the Women's Bureau National Incentive project in Montana. This project is aimed at increasing women's awareness of apprenticeship programs and the establishment of a model nontraditional training program. The Montana Department of Labor and Industry has been involved in efforts to assure equal access to all training programs.

All the projects funded through vocational education have the approval of the State Vocational Education Advisory Council. All staff training offered is open to all funded program operators. Often World of Work workshops are attended by Montana Job Service personnel, staff of the displaced homemaker centers, prime sponsor staff and CEP staff. A strong linkage between programs has been developed. The Montana Job Service does all recruitment and placement for the Office of Public Instruction programs and is the sole agency responsible for the payment of allowances to participants. Fiscal planning is done jointly between the two agencies.

Projections

Although Montana is an energy rich state with energy costs being the second lowest in the 48 continguous states, the economic predictions for the next five years are not good. Montana has a very high divorce rate resulting in a great number of displaced homemakers, one of the nation's fastest growing poverty groups. There are seven Indian reservations in Montana--all having extremely high unemployment rates. The lumber industry and metallic mining industry are the state's two primary sources of nonagricultural jobs. Both of these industries are extremely depressed. Copper prices are presently in the 70 cent range with no immediate prospects for improvement. The housing industry is down. Many Montana communities depend upon the lumber industry for their livelihood. Some western counties have unemployment rates as high as 36 percent. All aspects of the forest products industry, including the U.S. Forest Service, are laying off. Prospects for earlier recovery from the present recession are not good. Many experts are predicting that an upswing in the economy will not occur until 1984. Montana has historically lagged behind the nation by about one year in recovering from economic recession. This all points to the need for employment/training efforts.

With new legislation it is hoped that vocational education will take a more direct role in economic recovery efforts by providing the necessary training and retraining under the replacement act. Present indications are that Congress will move in this direction in an effort to reduce duplication of services.

With the anticipated new legislation vocational education will, by virtue of our longstanding letter of agreement with the prime sponsor, become involved in the economic development efforts required in this legislation. Vocational education should be the primary source of training for new businesses.

OBJECTIVES FOR CETA
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To continue providing year-round World of Work training at Billings, Missoula, Great Falls and Kalispell. Project subgrants, contracts and reports will be used to evaluate this objective/task.		X	X	X	X
2. To incorporate Job Club into World of Work. This process will take one year to complete. The modified program will be used to evaluate this objective/task.		X	X	X	X
3. Transition from CETA to replacement legislation should be smooth; consequently participants will not be adversely affected. This will start in October and take one year to complete. Students carried over, reports and jointly funded projects will be used to evaluate this objective/task.		X	X	X	X
4. Jointly fund training efforts with other Department of Labor programs such as Private Industry Council, Job Service and Displaced Homemaker Centers will be used to evaluate this objective/task.	X	X	X	X	X
5. Set up and sign youth in school contracts with LEA's. The contracts and subgrants will be used to evaluate this objective/task.	X				X
6. Provide new books for the Butte Concentrated Employment Program (CEP) project. Issue a contract to Butte Vocational-Technical Center to update CEP's Adult Basic Education and business programs. New books for Butte CEP will be used to evaluate this objective/task.		X	X	X	X
7. Increase the sole state agent's involvement in employment and training. Subgrants signed with the Governor's office and LEA contracts will be used to evaluate this objective/task.	X	X	X	X	X

OBJECTIVES FOR CETA
PRIORITIES FOR 1982-83

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
8. Expand the use of vocational-technical centers and adult learning centers in employment and training programs. Contracts with the Private Industry Council and CEP as well as the Governor to utilize these facilities will be used to evaluate this objective/task.		X			X
9. Assist prime sponsor with setting up programs under the replacement legislation. OPI's involvement with the Private Industry Council and planning councils as well as subgrants will be used to evaluate this objective/task.	X	X	X		X
10. To promote nontraditional training opportunities for men and women. Utilization of more individual referral and special nontraditional training programs. Employment and training enrollments will be used to evaluate this objective/task.	X	X	X		X
11. To utilize Basic Educational Opportunity Grants (BEOG) as a funding source for employment and training. This could be used to reduce training costs or as a support source for students. BEOG records will be used to evaluate this objective/task.		X		X	
12. Transfer of CETA inventory to the replacement act in a way that insures this inventory remains available to the vocational-technical centers. Projects must continue to operate at the vocational-technical centers. Inventory records will be used to evaluate this objective/task.		X			

OBJECTIVES FOR CETA
PRIORITIES FOR 1983-1984

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To continue providing year-round World of Work training at Billings, Missoula, Great Falls and Kalispell. Project subgrants, contracts and reports will be used to evaluate this objective/task.		X	X	X	X
2. Jointly fund training efforts with other Department of Labor programs such as Private Industry Council, Job Service and Displaced Homemaker Centers. Joint projects will be used to evaluate this objective/task.	X	X	X	X	X
3. Operate in-school youth programs. Subgrants and LEA contracts will be used to evaluate this objective/task.	X				X
4. Assist prime sponsor with setting up programs under the replacement legislation. OPI's involvement with the Private Industry Council and planning councils as well as subgrants will be used to evaluate this objective/task.	X	X	X		X
5. To promote nontraditional training opportunities for men and women. Utilization of more individual referral and special nontraditional training programs. Employment and training enrollments will be used to evaluate this objective/task.	X	X	X		X
6. To utilize Basic Educational Opportunity Grants (BEOG) as a funding source for employment and training. This could be used to reduce training costs or as a support source for students. BEOG records will be used to evaluate this objective/task.		X		X	

OBJECTIVES FOR CETA
PRIORITIES FOR 1984-85

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. To continue providing year-round World of Work training at Billings, Missoula, Great Falls and Kalispell. Project subgrants, contracts and reports will be used to evaluate this objective/task.		X	X	X	X
2. Jointly fund training efforts with other Department of Labor programs such as Private Industry Council, Job Service and Displaced Homemaker Centers. Joint projects will be used to evaluate this objective/task.	X	X	X	X	X
3. Operate in-school youth programs. Subgrants and LEA contracts will be used to evaluate this objective/task.	X				X
4. Assist prime sponsor with setting up programs under the replacement legislation. OPI's involvement with the Private Industry Council and planning councils as well as subgrants will be used to evaluate this objective/task.	X	X	X		X
5. To promote nontraditional training opportunities for men and women. Utilization of more individual referral and special nontraditional training programs. Employment and training enrollments will be used to evaluate this objective/task.	X	X	X		X
6. To utilize Basic Educational Opportunity Grants (BEOG) as a funding source for employment and training. This could be used to reduce training costs or as a support source for students. BEOG records will be used to evaluate this objective/task.		X		X	

COOPERATIVE VOCATIONAL EDUCATION

Program Description

The cooperative vocational education method provides instruction through an agreement among a school, an employer, a student and parent by which required academic courses and related vocational instruction are combined with a paid job in a related occupational field.

In FY 82 there were 49 secondary cooperative education programs with 51 coordinators representing the following related program areas: distributive education, agriculture, home economics, health, office education, trade and industry and special needs.

The total enrollment for FY 82 secondary cooperative education students was 1,066 (704 female and 362 male).

The cooperative method enables the student to work in an actual job setting, to gain entry level skills in a vocational career, learn employer-employee relationships, adapt positive work attitudes, gain the benefit of earning wages and gain an understanding of how their studies in the classroom relate to an actual career. By providing the actual experience of being employed, the student's future job placement may be facilitated, and the gap between vocational education and the world of work is more effectively bridged.

Projections

1. Extension of cooperative vocational education into new occupational areas including disadvantaged and handicapped students will thrust new responsibilities on a community. Thus, new relationships between the school and community will serve to strengthen the co-op program.

2. Vocational guidance will continue to be an integral part of the cooperative program.

3. Opportunities to investigate the way of life of persons engaged in an occupational field will be more favorable to a cooperative student than to students not in a program.

4. The number of persons training for an occupational field will be limited to the number of available training stations.

5. Advisory committees will be an essential feature of cooperative education. These committees will continue to counsel the program on the manpower supply and demand problem.

6. Cooperative education programs will need to be equipped to help disadvantaged and handicapped youth become well adjusted members of the labor force.

7. If the funding sources are decreased over the next five years, there will be a trend towards more multi-cooperative programs to equate the cost effectiveness of the co-op method.

Sources of Funding

The programs in cooperative education will receive funding from state and local sources based upon the need and availability of funds.

State funds may be used for expenses such as travel of the coordinator in the local area, reimbursement for professional conferences and meetings, classroom instructional materials and classroom equipment.

Cooperative education programs will be funded on the same basis as regular vocational programs during fiscal years 1983-1984. During that time, the funding process will be evaluated and any additions or changes will be addressed by the Superintendent of Public Instruction.

In order to comply with federal requirements, 20 percent of all approved programs will be evaluated each fiscal year.

Technical Assistance

The state specialist for cooperative education is responsible for the following administrative functions at the state level:

1. Assists in the application for initiating a co-op program
2. Assists in the identification and development of qualified teacher-coordinators
3. Reviews appropriate programs of instruction relating to cooperative education
4. Reviews and enforces minimum and maximum program enrollments in accordance with program area requirements
5. Maintains employment records on vocational co-op students
6. Interprets legislative regulations governing the program
7. Reviews all cooperative education program applications in meeting state standards
8. Reviews student training agreements in program areas to ensure the program complies with all state and federal laws pertaining to youth employment
9. Budgets for cooperative education
10. Provides inservice training to co-op coordinators

Elimination of Sex Stereotyping

Throughout all cooperative education programs in Montana, students are exposed to nontraditional occupations in all program areas.

All students have equal access to enroll in a cooperative education program on the secondary level.

In FY 82, 1,066 students (704 female and 362 male) were served. In addition, 51 co-op teachers (28 male and 23 female) were coordinators in the areas of agriculture, business and office, distributive education, home economics, trades and industry and special needs.

Advisory Council Involvement

Strong functioning local advisory councils are vital to the maintenance of quality in existing programs. These councils can assist teacher-coordinators in the development of strong community support and in areas of program improvement and evaluation. Cooperative education coordinators are and will be encouraged to continue strengthening these councils.

Coordination with Employment/Training Programs

The cooperative education programs will continue to coordinate efforts with the Employment Security Division. The Office of Public Instruction will remain the certifying agent for the targeted jobs tax credit for the cooperative education students who qualify as economically disadvantaged during FY 83. After FY 83, a cooperative education program's involvement with the targeted job tax credit certification will be determined by future federal legislation.

Special Needs Population-Cooperative

Education programs will continue to mainstream special needs students into existing programs.

Student Organization

DECA, OEA, VICA, FFA and FHA are available to students enrolled in a co-op program. The values of a student organization in the cooperative program provide an opportunity for youth to enjoy social activities that are structured to emphasize personal characteristics utilized on the job, such as getting along with others, leadership and follow-through. In addition, a range of club activities encourage the students to strengthen many desirable traits such as appropriate grooming, poise, ability to speak and the ability to reach decisions.

Since many of the youth clubs involve competency based competition on a state, regional and national level, this type of activity increases the student's occupational competencies within their career objective.

Thus, participation in a student organization allows for a student to become occupationally oriented as well as recognized by employers and other community leaders as being a part of an educational program of occupational preparation.

OBJECTIVES FOR COOPERATIVE EDUCATION
PRIORITIES FOR 1982-1983

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Revision of the cooperative education program requirements is a priority for 1982-83.	X				
Task: The program requirements for all state approved cooperative education programs will be rewritten by the state specialist and implemented when approved through administrative procedures.					
2. Program improvement will be a priority in 1982-83.	X	X			
Task: Four cooperative education programs involving vocational areas will have an evaluation for 1982-83. Approximately four to five of all cooperative education programs in Montana will be evaluated annually.					
3. Establish two new cooperative education programs.	X				
Task: The co-op specialist will make 15 on-site visitations to possible new program areas, review cooperative education addendums, proposals and solicit project proposals from 50 secondary schools for new cooperative education programs.					
4. Insure student placement and occupational competencies are congruent to cooperative education program requirements.	X	X			
Task: Collect, review and file secondary and postsecondary cooperative education training agreements and plans for each semester for 95 vocational program areas by school.					

OBJECTIVES FOR COOPERATIVE EDUCATION
PRIORITIES FOR 1983-1984

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Professional development for cooperative education teacher coordinators.	X	X		X	
Task: Provide inservice training on cooperative training agreements, labor laws, TJTC and training plans to new and existing co-op programs for program improvement and development during the summer of 1983-84.					
2. Collect occupational training data for new and emerging programs involving cooperative education and TJTC.	X	X			
Task: Encourage 40 local districts to initiate community surveys in order to establish student occupational needs of the community for existing cooperative education programs. Continue to work with SOICC and ESD to support statistical data on vocational occupations and TJTC.					
3. Insure that student placement and occupational competencies are congruent to cooperative education program requirements for secondary and postsecondary.	X	X			
Task: Collect, review and file secondary and postsecondary cooperative education training agreements and plans for each semester for 95 vocational program areas by school.					

OBJECTIVES FOR COOPERATIVE EDUCATION
PRIORITIES FOR 1984-1985

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Develop curriculum for new and emerging occupations for cooperative education students.	X	X	X	X	
Task:					
Provide a workshop for 95 secondary and postsecondary cooperative education teachers for implementation of a task analysis of new and emerging occupational competencies needed by vocational students in Montana for 1984-85.					

TARGETED JOB TAX CREDIT FOR EMPLOYERS PARTICIPATING IN COOPERATIVE EDUCATION PROGRAMS[1]

The Economic Recovery Tax Act of 1982 provides a one-year extension of the targeted jobs tax credit.

Changes that affect students in a qualified cooperative education program are:

1. As of January 1, 1982, only economically disadvantaged students participating in a qualified cooperative education program allow employers a tax credit.

2. An individual is a member of an economically disadvantaged family if it is determined that such an individual was a member of a family which has an income during the six months immediately preceding the month in which such determination occurs, which on an annual basis would be 70 percent or less of the Bureau of Labor Statistics (BLS) lower living standards.

In order for employers to receive this tax credit for cooperative students, the following procedures should be used:

1. Under the new legislation, it will be the responsibility of each state to modify the procedures to provide for the schools to issue the certification form 6199 based on the amended four-part criteria. The state supervisor and the director of the State Employment Security Agency should negotiate an agreement which provides for a coordinated procedure for making the economic determinations.

2. The Department of Education and Labor have developed the following suggested process for the economic determinations:
   a. The teacher-coordinator provides the student with an income determination form and simplified instructions for completion by parent.
   b. The parent completes the form and sends it to the designated address for the State Employment Services.
   c. The State Employment Service makes the economic determinations by validating the form based on the information submitted by the parent and sends it to the teacher-coordinator.
   d. The teacher-coordinator completes the certification form 6199 and sends it to the employer.
   e. The teacher-coordinator should maintain a record of completed form 6199.

3. Responsibility of the state sole agent for vocational education. The sole agent must certify that the school's cooperative vocational education meets the requirements of P.L. 94-402; Section 122; 45 CFR 104.531 through 104.538. These requirements are:
   a. It is a six digit code program of vocational education.
   b. There is a written agreement between the school and the employers.
   c. There is instruction (including required academic instruction) in school related to the job in any occupation.

[1]Montana does not use federal funds for cooperative education except under exemplary projects as noted.

d. The alternation of study and work are planned and supervised by the school and employer in order to further the student's education and employability.
e. Students are employed and compensated in conformity with federal, state and local laws.

4. Responsibility of the local school. The local school shall process Internal Revenue Service (IRS) form 6199 to certify that students are attending a qualified cooperative vocational education program. The course must meet the above-stated requirements.

5. The responsibility of the student or employer. The student or employer shall obtain the IRS form 6199 from the local school as certification that the employer is providing employment for a vocational education student attending a qualified cooperative education program. The employer can use this certification to obtain a tax credit with the IRS.

   For an employer to receive a tax credit after December 31, 1981 the local Employment Service or Job Service representative must provide the determination of eligibility and issue voucher 8468 for each disadvantaged student participating in a qualified co-op program.

SECTION E

PROGRAM IMPROVEMENT

RESEARCH COORDINATION UNIT

The Research Coordination Unit shall have the responsibility of administering emerging and emergency occupations, exemplary and innovative programs, curriculum development, teacher development, research and planning.

Funds made available to Montana under Section 130 and Section 102D of Public Law 94-482 will be used for support of a Montana Research Coordination Unit and for contracts by that unit in accord with a comprehensive plan of program improvement.

During the planning period from 1978 to 1982, the primary function of research coordination involved data gathering and processing, planning of programs and facilities and coordination of program improvement projects.

It is anticipated that over the next five-year period the functions in regard to research coordination will be expanded. This expansion is due to several factors including: anticipated decrease in federal funds, rapid fluctuations in economic and employment indicators, increased local involvement in program planning, implementation of concise management information systems and the need for flexibility in training programs. For the planning period 1983-87, research coordination will be involved with the following activities.

Research and Planning

Clarification and automation of statistical, financial and economic data. System design and implementation to centralize, screen and report all data relevant to vocational education.

Provide assistance with the implementation of management information systems at the secondary and postsecondary levels.

Update procedures, requirements and forms for the reporting of special needs and program improvement projects. Set up guidelines and timetables for research, curriculum, exemplary and teacher development projects.

Use committees, councils, surveys and local input to determine priorities for research, exemplary and curriculum needs.

Increase activity with national research coordinating activities, provide for publication of exemplary and innovative projects.

Active participation with other state agencies to maintain current status on economic and occupational outlooks.

The purpose for the establishment of research areas is to provide funding for programs and projects designed to investigate, develop and implement new ideas or concepts that will augment or modify vocational education programs. The general goals of research activities are:

1. Applied research and development in vocational education.
2. Experimental, developmental and pilot programs and projects designed to test the effectiveness of research findings.

3. Improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields.
4. Projects in the development of new careers and occupations. Coordinated activities with state agencies, institutions and private concerns regarding existing and needed training programs.

Based on the input of the Department of Vocational Education Services staff, specific surveys and public comment, research and planning activities during the current five-year planning period will focus on the following priorities:

1. Provide for automation of vocational education data elements including statistical, financial and economic data. A priority will be the computerization of project funding, fund balances, enrollments, management information, federal and state funding factors, and specialized data.

2. Management Information System. Provide the resources necessary for the development and implementation of a complete, organized information system at the secondary and postsecondary levels.

3. Develop a system to assist local educational agencies with funding and curriculum concerns. Clarification of guidelines, timelines, reporting forms and funding areas will assist eligible recipients in project applications and funding requirements. This five-year plan includes explanations of existing funding formulas for federal and state funds and potential alternatives to the state funding formula. The funding assistance is an informational concern. The problem of funding levels and the best use of limited resources is part of the technical assistance the Department of Vocational Education Services can provide. Curriculum development is an ongoing function that will receive emphasis in the five-year planning period through technical assistance available to LEA's.

Emerging and Emergency Occupations

Emerging and emergency occupations funds shall be distributed to LEA/OER's on the basis of project application, quality review and formula application to address training for new or expanded businesses and industries and upgrading of skilled and semi-skilled persons. (See also Section C-112-113.)

Although fiscal year 1983 allocations are not present (see Section B-28), it is anticipated that future fiscal years will witness allocations in this category. Fiscal year 1982 carry-in funds will be used to fund an ongoing program for 1983 only.

Exemplary and Innovative

Exemplary and innovative program funds shall be awarded from the pool on a proposal for contract basis in accordance with 104.706, Rules and Regulations, October 3, 1977. Programs may be funded for a period up to three years, after which the LEA/OER's must assume fiscal responsibility for program continuance. Successful programs, as determined by evaluation, shall disseminate program information to appropriate state and national agencies for potential adoption.

Priority high quality vocational education areas for 1983-1987 shall include development of:

1. Programs to develop training opportunities for persons in sparsely populated areas.
2. Programs for high concentration of unemployed individuals.
3. Programs and projects to familiarize secondary and postsecondary students with a broad range of occupations for which special skills are required and the requisites for careers in those occupations.
4. Establishment of cooperative arrangements between public education and manpower agencies.
5. Programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education.

Curriculum Development

The Research Coordination Unit will use funds available under Section 130 directly or by contract for the following priority areas for 1983-1987.

1. Development and dissemination of vocational education curriculum materials for new and changing occupational fields.
2. Development and dissemination of vocational education curriculum materials for:
   a. handicapped
   b. disadvantaged
   c. displaced workers
   d. displaced homemakers
   e. nontraditional occupations
3. Support services designed to enhance the ability of teachers to meet the needs of vocational education enrollees.
4. Development and dissemination of other curriculum materials designed to improve the state's vocational education programs.

VOCATIONAL PERSONNEL DEVELOPMENT PROGRAMS AND SERVICES

Nature and Purpose

Vocational education personnel activities will be encouraged to provide a sufficient supply of qualified teachers, supervisors and other vocational education personnel in the state. This responsibility includes both preservice and inservice activities. These services shall be performed by cooperating institutions of higher education, local education agencies, private industry and individuals.

FY 83-87 Personnel Development Goals

Provide relevant inservice and preservice to vocational personnel to assure that Montana's vocational programs and services reflect the highest professional standards and continue to meet the needs of students and industry.

1. Provide support for teacher-training programs in energy education, computer literacy and other areas of new and changing technology (preservice and inservice).
2. Update and develop resource and curriculum materials (inservice).
3. Provide support to the development of improved linkage between industry, education and labor (preservice and inservice).
4. Provide technical assistance to vocational student teachers during their student-teaching experience (preservice).
5. Provide technical assistance to first-year vocational teachers (inservice).
6. Provide technical assistance to vocational student organizations (preservice and inservice).
7. Provide inservice workshops for vocational institutions, guidance personnel and administrators to meet identified needs (inservice).

Objectives

The Department of Vocational Education Services will identify personnel development needs through field response, evaluation, surveys, etc. Projects will be submitted by institutions and/or individuals to suggest ways to meet the identified needs. The staff will then select the best projects for approval.

Procedures for Preservice and Inservice Personnel Development

Project proposals may be submitted by or solicited from individuals, private industry, professional organizations and/or educational institutions having expertise in vocational education. These proposals will be reviewed by the appropriate program specialist and submitted to committee for the approval process. Projects approved by the committee will then be reviewed for approval by the Assistant Superintendent for Vocational Education and the State Superintendent of Public Instruction.

VOCATIONAL GUIDANCE SERVICES--MONTANA VIEW

Vocational guidance services is an integral part of the educational process and involves a comprehensive program designed to assist all individuals in vocational decision making and how to obtain training needed to accommodate the occupational decision. A guidance program represents an organized effort to help individuals develop their potential. Guidance should include, but not be limited to, testing, counseling, information, placement of students in further training or on-the-job and follow-up of those students.

Guidance services at the local level include preliminary information about vocational offerings, appropriate placement into vocational programs, relevant information about career opportunities, assistance with the career planning process, assistance to completers and leavers in securing employment and follow-up services to determine the extent to which vocational education helps students achieve their occupational goals. Vocational Education Services and the Office of Public Instruction are sensitive to the local work load and will continue to provide support to local school guidance services to help in their guidance efforts.

Occupational information for student use is an important part of the information system. Montana VIEW (Vital Information for Education and Work), an occupational and educational information delivery system in the Department of Vocational Education Services, disseminates current information to secondary schools, postsecondary institutions and other publics who have need for and request the material. The VIEW specialist works closely with the Department of Labor and Industry, State Occupational Information Coordinating Committee (SIOCC), the Montana Learning Services (MLS), labor unions and industry to collect up-to-date information for use with the VIEW system.

VIEW materials are delivered in two modes: the microfilmed delivery and on hard copy. The hard copy version made possible 100 percent distribution to all secondary schools and postsecondary institutions in the state.

The guidance process provides for human equity, not only as it relates to race and sex, but also as it relates to the handicapped, disadvantaged, limited English speaking students and other students with special needs.

Projections and Rationale

Individuals in the process of vocational choice or career change must draw upon all of their personal resources. They must rely upon outside resources for information to arrive at their decisions. The ability of students to detect the difference between occupational fact and fiction is often a problem. Helping people of all ages learn more about themselves, the world of work and how to choose an occupation has been identified as a top priority need. Along with this identified need, the current decline in economy affecting work opportunities and the rise of unemployment rates precipitated a search for ways of providing more effective assistance to persons in a time of indecision. Attention was focused on the career assistance center (CAC) concept which is being used successfully in other states. Three sites were visited to collect data on how to set up a center, what hardware and materials are needed, how the centers are organized and to review the successes of the clients using the center. The

program concentrates on the cognitive, psychomotor and effective domain through testing, work sampling and group interactions. The career assistance centers will serve secondary schools, postsecondary institutions, out of school young people (both graduates and dropouts), mid-life career changers, displaced homemakers, handicapped and disadvantaged. Based upon this collection of information and identified need, the decision has been made to set up CAC's in Montana. It is projected that the first three years the vocational-technical centers will be used as beginning sites, with the possible use of a mobile unit to serve isolated areas.

In the five-year planning, emphasis will be placed on more and better information to be provided to the local guidance services; information on occupations, supply and demand for specific occupations, better delivery and ideas for publicizing the activities of guidance services.

1986-1987

New and emerging occupations, modern technology, the projected increase in school enrollment and state of the economy will strongly influence the guidance services activities for fiscal years 86 and 87. Many changes are anticipated in the direction to be taken by guidance services. The mode of delivery of information is expected to change dramatically. The services provided by vocational guidance programs at the local level may identify critical areas of needed assistance from the state level.

OBJECTIVES FOR VOCATIONAL GUIDANCE/MONTANA VIEW
PRIORITIES FOR 1982-1983

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Provide technical assistance in setting up two career assistance centers (CAC) in vocational-technical centers.		X			
Tasks:					
All five vocational-technical centers will be contacted to determine location. Currently, the greatest interest has been generated in Missoula and Great Falls. Assist the chosen locations in determining space, hardware and software, (testing materials and periodicals) needed to set up a CAC. After the center is operating, review periodically the activity at the center and number of clients being served. Data will be collected on how effective the CAC service was with clients.					
2. Supply current occupational and training information to all secondary schools, vocational-technical centers and other publics involved in education requesting these services.	X	X	X	X	X
Tasks:					
Update 150 occupational descriptions in the Montana VIEW delivery system. Develop supplemental materials to be used with VIEW. Collect and disseminate supply and demand information from Montana SOICC. Update the "Directory for Montana Postsecondary Vocational-Technical Education Institutions." Provide local guidance services with any new materials that may be become available.					

OBJECTIVES FOR VOCATIONAL GUIDANCE/MONTANA VIEW
PRIORITIES FOR 1982-1983

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Provide available materials on job placement techniques and development procedures to aid the student in making the transition from school to work and do a student follow-up after the transition.	X	X			
Tasks:					
Search for and supply to local vocational guidance services materials that will assist students in the following:					
--exploration and examination of occupational options which relate personal characteristics and goals to placement opportunities					
--development of the required skills appropriate for entry into various employment and/or further vocational educational programs					
--development of educational and occupational competencies regarded as basic and important to moving on to the next stage of preparation for entry into a progression within the occupational area of interest					
--support the student follow-up system initiated by the Vocational Education Services unit and encourage local guidance personnel to become involved.					

OBJECTIVES FOR VOCATIONAL GUIDANCE/MONTANA VIEW
PRIORITIES FOR 1982-1983

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Provide inservice and conduct workshops on how to use the CAC services and available vocational guidance materials in the school. Equal access and sex stereotyping will be addressed in these sessions.	X	X	X	X	X
Tasks:					
Develop a workshop model addressing the above objective elements to be used in regional workshops. This will be a cooperative effort with the counseling specialist and career education specialist in OPI. Obtain a consultant to address these areas during a sectional at MVA. Provide inservice for counselors and vocational insturctors located in the areas of CAC's. Provide information on available services and materials to guidance personnel during team evaluation of vocational education programs. During any of these sessions equal access for all students to vocational programs and elimination of sex stereotyping will be addressed.					
5. Promote articulation between local guidance services and the community to gain understanding and support for meeting the guidance needs of youth and adults.	X	X			
Tasks:					
Disseminate ideas for guidance personnel to use in promoting public understanding of the guidance program function. Suggest ways of soliciting public support and how to identify audiences that should be informed of guidance services of the school. Provide local guidance personnel with ways of getting information on guidance services to these audiences.					

OBJECTIVES FOR VOCATIONAL GUIDANCE/MONTANA VIEW
PRIORITIES FOR 1983-1984

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Evaluate strengths and weaknesses of the existing career assistance centers and provide technical assistance in setting up the third CAC in a vocational-technical center.		X			
Tasks:					
Work with personnel from CAC and do a survey to determine usage of the center by secondary and postsecondary students and other clients. Provide assistance in setting up the third CAC and design ways of publicizing the center.					
2. Supply current occupational and training information to all secondary schools, vocational-technical centers and other publics involved in education requesting these services.	X	X	X	X	X
Tasks:					
Continue the updating process of occupational information materials to be delivered to schools. Update all remaining occupational descriptions in the Montana VIEW delivery system. Collect and disseminate supply and demand information from Montana SOICC.					
3. Using supply and demand information, provide guidance personnel and vocational education instructors with identified need for any new skills for job placement.	X	X			
Tasks:					
Collect data on placement success at the local level. Use supply and demand data from Montana SOICC to determine needs of the job market and/or for further technical training.					

OBJECTIVES FOR VOCATIONAL GUIDANCE/MONTANA VIEW
PRIORITIES FOR 1983-1984

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
4. Provide inservice and conduct workshops on how to use the CAC services and available vocational guidance materials in the school. Equal access and eliminations of sex stereotyping will be addressed.	X	X	X	X	X
Tasks:					
Become involved in any appropriate workshops of OPI for the purpose of providing inservice of available services and promoting new ideas and materials. Do a survey of counselors and vocational instructors to solicit input from the field on specific kinds of inservice needed. Provide area inservice sessions to address identified needs.					
5. Promote articulation between local guidance services and the community to gain understanding and support for meeting the guidance needs of youth and adults.	X	X			
Tasks:					
Review public relations techniques being used by local guidance services and check results of the system. Provide guidance staff with new and emerging ways of publicizing the school guidance activity.					

OBJECTIVES FOR VOCATIONAL GUIDANCE/MONTANA VIEW
PRIORITIES FOR 1984-1985

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
1. Provide technical assistance in setting up two career assistance centers (CAC) in vocational-technical centers.		X			
Tasks:					
Survey secondary schools in outlying areas to locate site for a CAC to serve clients. Provide technical assistance in setting up one or more CAC in secondary schools. Review successes of existing CAC and update files on the client usage. From the file records prepare detailed reports on the activity and success of CAC's.					
2. Supply current occupational and training information to all secondary schools, vocational-technical centers and other publics involved in education requesting these services.	X	X	X	X	X
Tasks:					
Review usage of VIEW materials and determine if there is a need for changing mode of delivery (e.g., microcomputer). Continue to disseminate occupational, education training, supply and demand and projected income to all secondary schools, vocational-technical centers and others. Work with other agencies to collect and provide any labor information that will assist students.					

OBJECTIVES FOR VOCATIONAL GUIDANCE/MONTANA VIEW
PRIORITIES FOR 1984-1985

OBJECTIVE (Activity)	LEVEL OF INVOLVEMENT (check)				
	Secondary	Postsecondary	Adult	College	Agency
3. Provide available materials on job placement techniques and development procedures to aid the student in making the transition from school to work and do a student follow-up after the transition.	X	X			
Tasks:					
Research changes that have been brought about by technological changes and provide schools with placement information which relfects those changes. Review results of the office follow-up system and do independent study of schools involved in other follow-up activity. This will provide effectiveness of vocational programs.					
4. Provide inservice and conduct workshops on how to use the CAC services and available vocational guidance materials in the school. Equal access and sex stereotyping will be addressed in these sessions.	X	X	X	X	X
Tasks:					
Analyze needs of 1985 and provide inservice and workshops focused on those needs.					
5. Promote articulation between local guidance services and the community to gain understanding and support for meeting the guidance needs of youth and adults.	X	X			
Tasks:					
Review successes of public relation involvement at the local level. Provide new ideas to be used by guidance personnel to promote their ideas.					

SECTION F

MONTANA DEMOGRAPHIC DATA

DEMOGRAPHIC DATA

Population by County

The population of Montana has remained relatively stable in recent years with a pattern of minimal annual population growth. Analysis and historic data indicate that the statewide population will increase at a rate of 1 to 2 percent over the next five years. Examination of the population data and comparisons show that the trend toward growth in the urban areas is as pronounced in Montana as it is in the rest of the nation. The Montana counties with relatively large concentrations of urban populations reflected increases of between 7 and 14 percent in population in 10 years and the primarily rural counties with low concentrations of populations had decreases of 4 to 10 percent in total population. Currently, 46 percent of the total Montana population is contained in five counties including Yellowstone (Billings), Cascade (Great Falls), Missoula (Missoula), Flathead (Kalispell) and Lewis and Clark (Helena). It is assumed the trend toward migration to the urban population areas is due to the younger segments of the rural population seeking employment and education in population centers.

Percentage of General Unemployment by County

Montana has experienced a dramatic rise in unemployment in the last two years, particulary in western counties involved with mining and forest products. In a comparison of 1980 and 1982 unemployment percentage data a definite pattern emerges; the eight counties with the highest unemployment rates are all in the western third of the state. These vary from 16 to 36 percent unemployment. Although almost all counties had increased unemployment, central and eastern Montana had proportionately low increases in unemployment. In fact, there were examples of reduction in unemployment in the comparison of percentages in Judith Basin, Garfield, Fallon and Powder River, which indicates a stable economic and agricultural base in those sections of the state. The general unemployment by comparison of February 1980 and February 1982, reflected an increase from 7.0 percent to 10.6 percent statewide. Data indicates that there is a need to retrain individuals who are hesitant to relocate to seek employment and that this need is immediate.

Eligible Labor Surplus Areas

Areas designated as labor surplus within Montana tend to follow the same pattern as the counties high in unemployment percentage. The depressed market in lumber products and metals industries continued through the 1980-82 planning period and the immediate future, although not clear, is not optimistic in these areas. To qualify as a designated labor surplus area, the area must have had an average unemployment rate of 7.9 percent or greater for the previous two calendar years. The counties that qualify as designated labor surplus areas based on the period January 1979 through December 1980 are:

Glacier County	14.5 percent unemployment rate
Lincoln County	35.9 percent unemployment rate
Mineral County	32.4 percent unemployment rate
Ravalli County	18.5 percent unemployment rate
Sanders County	19.5 percent unemployment rate

These counties are designated as labor surplus areas for the period 6/1/81 through 5/31/82.

Economically Depressed Areas

There are 15 areas (counties) within the state of Montana that meet the criteria to be designated economically depressed areas. This means that by comparison of social and economic data these areas reflected the greatest need compared to statewide data. Factors compared to determine this ranking are:

1. general unemployment rate
2. percentage of families below poverty level
3. area average taxable value per ANB
4. district level of operational mill levies
5. labor surplus areas
6. areas receiving higher percentage of state and federal aid for social programs

Designated economically depressed areas are:

Lincoln County
Mineral County
Ravalli County
Glacier County
Broadwater County
Sanders County
Lake County
Blaine County
Granite County
Flathead County
Deer Lodge County
Meagher County
Big Horn County
Silver Bow County
Park County

Statistical sources:

Montana Office of Public Instruction
Montana Employment Security Division
U.S. Department of Commerce
Montana Social and Rehabilitation Services

POPULATION COMPARISON

COUNTY	1978	1980	Inc/(Dec)		
Yellowstone	100,700	108,035	7,335	+	7.3%
Cascade	84,400	80,696	(3,704)	-	4.4%
Beaverhead	8,200	8,186	(14)		
Big Horn	10,700	11,096	396		
Blaine	7,000	6,999	(1)		
Broadwater	3,100	3,267	167		
Carbon	8,200	8,099	(101)		
Carter	1,800	1,799	(1)		
Chouteau	6,500	6,092	(408)		
Custer	13,100	13,109	9		
Daniels	3,100	2,835	(265)		
Dawson	11,400	11,805	405		
Deer Lodge	14,300	12,518	(1,782)	-	12.5%
Fallon	4,000	3,763	(237)		
Fergus	13,300	13,076	(224)		
Flathead	46,400	51,966	5,566	+	12.0%
Gallatin	38,500	42,865	4,365	+	11.3%
Garfield	1,800	1,656	(144)		
Glacier	10,900	10,628	(272)		
Golden Valley	900	1,026	126		
Granite	2,700	2,700	---		
Hill	18,300	17,985	(315)		
Jefferson	7,100	7,029	(71)		
Judith Basin	2,800	2,646	(154)		
Lake	17,600	19,056	1,456		
Lewis & Clark	39,300	43,039	3,739		
Liberty	2,600	2,329	(271)	-	10.4%
Lincoln	16,700	17,752	1,052		
McCone	2,800	2,702	(98)		
Madison	5,700	5,448	(252)		
Meagher	2,200	2,154	(46)		
Mineral	3,400	3,675	275		
Missoula	66,800	76,016	9,216	+	13.8%
Musselshell	4,700	4,428	(272)		
Park	12,500	12,660	160		
Petroleum	700	655	(45)		
Phillips	5,400	5,367	(33)		
Pondera	7,400	6,731	(669)	-	9.0%
Powder River	2,400	2,520	120		
Powell	7,400	6,958	(442)	-	6.0%
Prairie	1,800	1,836	36		
Ravalli	19,300	22,493	3,193	+	16.5%
Richland	10,200	12,243	2,043	+	20.0%
Roosevelt	10,600	10,467	(133)		
Rosebud	10,500	9,899	(601)		
Sanders	8,400	8,675	275		
Sheridan	5,200	5,414	214		
Silver Bow	40,200	38,092	(2,108)	-	5.2%
Stillwater	5,300	5,598	298		
Sweet Grass	3,100	3,216	116		
Teton	6,500	6,491	(9)		

POPULATION COMPARISON (cont.)

COUNTY	1978	1980	Inc/(Dec)	
Toole	5,500	5,559	59	
Treasure	1,300	981	(319)	- 24.5%
Valley	12,600	10,250	(2,350)	- 18.6%
Wheatland	2,400	2,359	(41)	
Wibaux	1,500	1,476	(24)	
TOTAL	761,200	786,690	25,490	3.34%

POPULATION - CENSUS COMPARISON

Statewide

1970 Census 694,409 1980 Census 786,690
13.3 percent increase

Total Population	786,690	
Population 16 & above		585,816
Male Population 16 & above		289,456
Female Population 16 & above		296,359

GENERAL UNEMPLOYMENT COMPARISON (%)

COUNTY	FEBRUARY 1980	FEBRUARY 1982	% CHANGE
Yellowstone	5.5	6.4	
Cascade	7.5	9.3	
Beaverhead	5.6	8.2	
Big Horn	7.4	10.5	
Blaine	9.5	12.1	
Broadwater	7.7	15.9	+ 8.2
Carbon	6.8	8.0	
Carter	0	2.2	
Chouteau	2.9	3.1	
Custer	4.4	7.7	
Daniels	1.8	2.1	
Dawson	4.3	6.1	
Deer Lodge	8.2	17.2	+ 9.0
Fallon	3.2	2.0	
Fergus	6.4	8.9	
Flathead	9.8	16.6	
Gallatin	7.1	8.4	
Garfield	10.5	2.4	- 8.1
Glacier	11.2	14.5	
Golden Valley	7.6	9.6	
Granite	10.1	17.3	
Hill	5.8	9.1	
Jefferson	8.9	13.6	
Judith Basin	11.2	9.6	- 1.6
Lake	8.0	12.9	
Lewis & Clark	5.6	8.5	
Liberty	5.5	5.8	
Lincoln	14.6	35.9	+ 21.3
McCone	2.1	4.6	
Madison	5.7	9.2	
Meagher	4.7	14.9	+ 10.2
Mineral	13.0	32.4	+ 19.4
Missoula	7.7	12.1	
Musselshell	2.5	5.9	
Park	9.1	13.5	
Petroleum	2.9	5.9	
Phillips	5.5	10.4	
Pondera	5.3	6.0	
Powder River	3.0	2.9	
Powell	5.2	13.7	
Prairie	6.1	6.8	
Ravalli	12.1	18.5	
Richland	3.3	4.4	
Roosevelt	5.3	8.2	
Rosebud	6.4	7.9	
Sanders	12.0	19.5	
Sheridan	1.7	3.2	
Silver Bow	6.9	13.3	
Stillwater	6.2	8.5	
Sweet Grass	2.7	5.9	
Teton	6.4	8.3	
Toole	5.9	6.2	
Treasure	4.5	5.9	
Valley	6.8	9.9	

GENERAL UNEMPLOYMENT COMPARISON (%) (cont.)

COUNTY	FEBRUARY 1980	FEBRUARY 1982	% CHANGE
Wheatland	1.9	9.3	
Wibaux	2.8	5.4	
STATEWIDE	7.0	10.6	

1980 Population by Race and Ethnic Background

MONTANA COUNTY	TOTAL	WHITE	BLACK	AM. INDIAN ESKIMO, ALEUT.	ASIAN AND PAC.ISLNDR.	OTHER
	786,690	740,148	1,786	37,270	2,503	4,983
Beaverhead	8,186	8,050	4	100	16	16
Big Horn	11,096	5,781	5	5,126	49	135
Blaine	6,999	4,764	2	2,220	5	8
Broadwater	3,267	3,224	2	27	6	8
Carbon	8,099	8,019	3	32	20	25
Carter	1,799	1,792	---	6	---	1
Cascade	80,696	76,013	981	2,670	481	551
Chouteau	6,092	5,883	1	203	2	3
Custer	13,109	12,818	4	185	31	71
Daniels	2,835	2,806	---	16	9	4
Dawson	11,805	11,662	5	78	23	37
Deer Lodge	12,518	12,170	40	247	24	37
Fallon	3,763	3,739	---	10	6	8
Fergus	13,076	12,905	8	125	17	21
Flathead	51,966	51,086	37	552	139	152
Gallatin	42,865	42,023	36	458	192	156
Garfield	1,656	1,650	---	6	---	---
Glacier	10,628	5,703	3	4,882	6	34
Golden Valley	1,026	1,010	5	3	1	7
Granite	2,700	2,660	---	27	2	11
Hill	17,985	15,539	9	2,293	77	67
Jefferson	7,029	6,869	2	115	23	20
Judith Basin	2,646	2,629	---	10	---	7
Lake	19,056	15,803	20	3,162	20	51
Lewis & Clark	43,039	41,839	57	771	155	217
Liberty	2,329	2,309	---	13	4	3
Lincoln	17,752	17,374	7	232	48	91
McCone	2,702	2,690	---	8	2	2
Madison	5,448	5,394	---	30	7	17
Meagher	2,154	2,140	---	10	1	3
Mineral	3,675	3,599	---	45	15	16
Missoula	76,016	73,532	139	1,358	302	685
Musselshell	4,428	4,399	2	13	3	11
Park	12,660	12,561	2	62	18	17
Petroleum	655	645	1	5	4	---
Phillips	5,367	4,971	---	362	13	21
Pondera	6,731	6,050	1	655	7	18
Powder River	2,520	2,475	---	33	6	6
Powell	6,958	6,735	12	169	15	27
Prairie	1,836	1,799	---	24	6	7
Ravalli	22,493	21,996	37	160	57	243
Richland	12,243	11,949	5	114	16	159
Roosevelt	10,467	6,527	---	3,865	36	39
Rosebud	9,899	7,377	8	2,433	35	46
Sanders	8,675	8,241	6	393	21	41
Sheridan	5,414	5,346	3	38	19	6
Silver Bow	38,092	37,106	42	539	135	270
Stillwater	5,598	5,558	---	31	---	9
Sweet Grass	3,216	3,195	---	14	6	1
Teton	6,491	6,398	---	81	4	3

1980 POPULATION BY RACE AND ETHNIC BACKGROUND (cont.)

MONTANA COUNTY	TOTAL	WHITE	BLACK	AM. INDIAN ESKIMO, ALEUT.	ASIAN AND PAC.ISLNDR.	OTHER
Toole	5,559	5,468	1	83	3	4
Treasure	981	958	---	4	1	18
Valley	10,250	9,292	5	890	36	27
Wheatland	2,359	2,345	---	8	3	3
Wibaux	1,476	1,466	---	5	---	5
Yellowstone	108,035	103,546	289	2,268	372	1,560

ESTIMATED POPULATIONS

	1983	1984	1985	1986	1987
Economically Disadvantaged (14-17 yrs.)	3,611	3,792	3,792	3,602	3,242
Academically Disadvantaged (9-12 yrs.)	3,606	3,678	3,678	3,604	3,532
Handicapped (9-12 yrs.)	2,673	2,673	2,646	2,620	2,594
L.E.S.A. (15-24 yrs.)	2,000	2,000	2,000	2,000	2,000

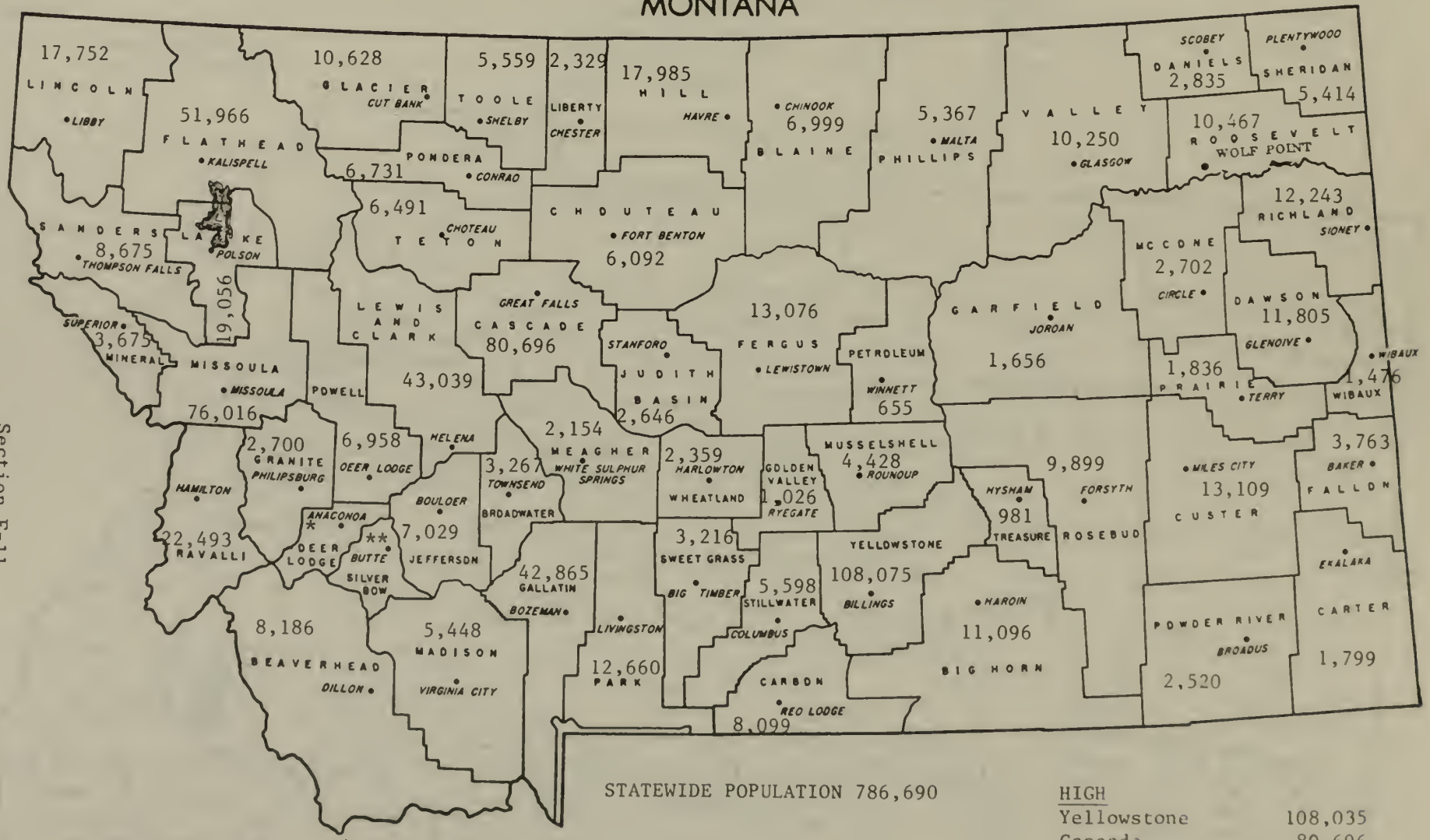
	Per Year
Total Disadvantaged	55,000
Total Handicapped	32,000

EMPLOYMENT and LABOR FORCE (in thousands)

	1978	1981	Inc/Dec.
Civilian Labor Force	370.0	381.0	11.0
Employment	348.0	355.0	7.0
Agricultural Employment	33.0	30.6	(2.4)
Unemployment	22.0	26.0	4.0
Non-Farm Wage and Salary Jobs	280.4	285.2	4.8
Female Non-Farm Wage and Salary Jobs	120.6	130.3	9.7
Manufacturing	26.3	23.5	(2.8)
Durable Goods	17.4	14.5	(2.9)
Lumber & Wood Products	10.7	9.1	(1.6)
Primary Metals	3.2	2.1	(1.1)
Other	3.5	3.4	(.1)
Non-Durable Goods	8.9	9.0	(.1)
Food Products	4.0	3.8	(.2)
Printing and Publishing	2.3	2.3	--
Petroleum and Coal	1.1	1.1	--
Other	1.5	1.8	.3
Mining	7.0	11.5	4.5
Metal	2.0	2.3	.3
Coal, Quarrying	2.1	2.3	.2
Oil and Gas	2.9	6.9	4.0
Contract Construction	16.7	13.4	(3.3)
General Building	5.8	3.8	(2.0)
Heavy Construction	4.7	4.4	(.3)
Special Trades	6.2	5.1	(1.1)
Transportation & Public Utilities	21.7	22.7	1.0
Railroad	6.8	6.0	(.8)
Transportation	6.7	7.2	.5
Electric, Gas, Sanitation	8.2	9.6	1.4
Wholesale & Retail Trade	72.2	73.7	1.5
Wholesale	16.5	18.2	1.7
Retail	55.7	55.5	(.2)
General Merchandise	8.5	8.5	--
Food Stores	7.6	8.1	.5
Automobile Dealers & Service Stations	8.9	7.5	(1.4)
Food Services	19.9	20.8	.9
Other	10.8	10.7	(.1)
Finance, Insurance & Real Estate	12.2	12.9	.7
Services	52.6	56.7	4.1
Hotel, Motel, etc.	6.6	7.4	.8
Personal	2.6	2.6	--
Medical	17.2	19.3	2.1
Other	26.2	27.4	1.2

Government	71.7	70.7	(1.0)
Federal	13.6	13.7	.1
Colleges & Universities	8.6	8.4	(.2)
Other State Government	11.1	10.3	(.8)
Local Education	23.8	23.1	(.7)
Other Local Government	14.6	15.1	.5

MONTANA



STATEWIDE POPULATION 786,690

HIGH	
Yellowstone	108,035
Cascade	80,696
Missoula	76,016
Flathead	51,966
Lewis & Clark	43,039

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* Deer Lodge 12,518
** Silver Bow 38,092

U. S. Bureau of the Census, Current Population Reports 1980

GENERAL UNEMPLOYMENT BY COUNTY

MONTANA

AVERAGE UNEMPLOYMENT STATEWIDE 10.6%

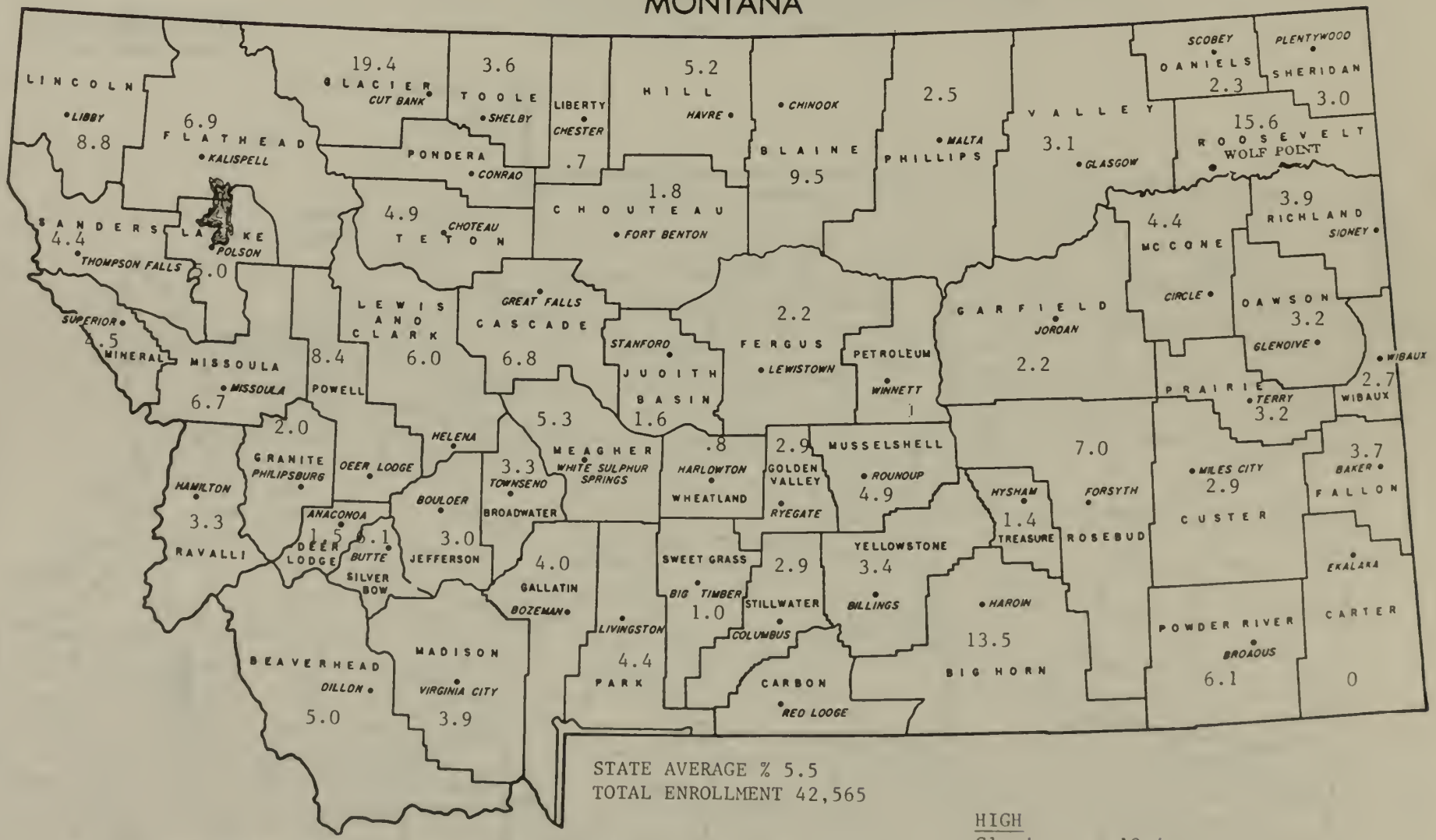
HIGH	
Lincoln	35.9
Mineral	32.4
Sanders	19.5
Ravalli	18.5
Granite	17.3
Deer Lodge	17.2
Flathead	16.6
Broadwater	15.9

No. 1052 — County Outline Map
STATE PUBLISHING COMPANY
Helena

STATE OF MONTANA
Employment Security Division
Montana Employment and Labor Force
February 1982

DROPOUT RATES %

MONTANA



STATE AVERAGE % 5.5
TOTAL ENROLLMENT 42,565

HIGH	
Glacier	19.4
Roosevelt	15.6
Big Horn	13.5
Blaine	9.5

Montana Office of Public Instruction
High School Fall Reports
October 1, 1981

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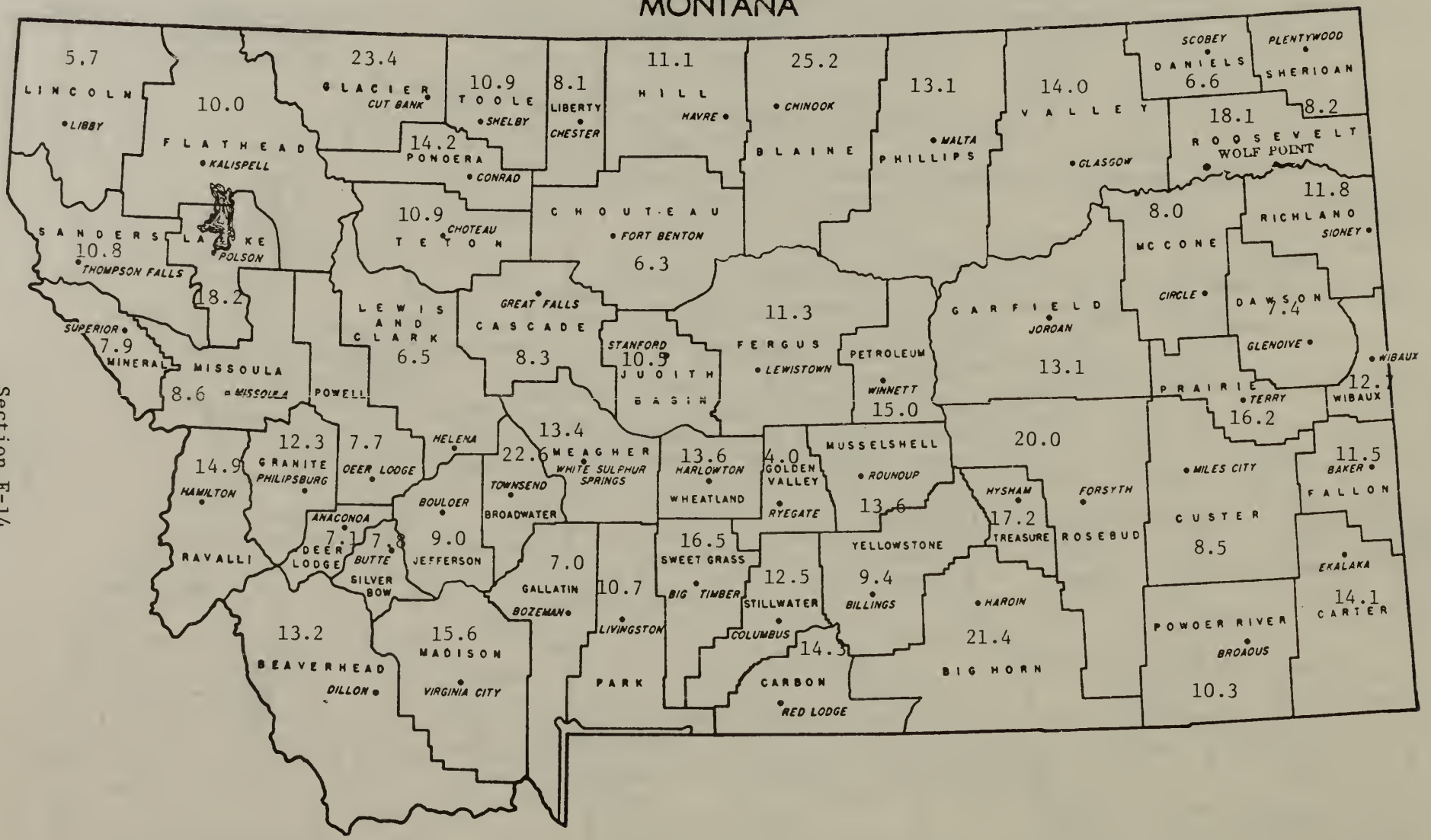
PERCENT OF FAMILIES BY COUNTY WITH
INCOME BELOW POVERTY LEVEL

MONTANA



Section F-14

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STATE PUBLISHING COMPANY
Helena

Source: U. S. Department of Commerce
Characteristics of the Population - Montana
Center for Research and Development, Denver 1976

SECTION G

CURRENT AND FUTURE JOB NEEDS

INTRODUCTION TO CURRENT AND FUTURE JOB NEEDS

The information which follows indicates the current level of employment in the major occupational areas in which vocational education training programs are now being conducted. It compares expansion and replacement needs with the projected supply of trained persons from vocational education programs as well as from other sources for the planning period fiscal years 1983-85.

Current employment and expansion/replacement need projections were primarily obtained from the Employment Security Division of the Montana Department of Labor and Industry. Projections as to supply of trainees to meet expansion needs were based on enrollment figures submitted to the Office of Public Instruction from secondary schools and postsecondary vocational-technical centers. Other sector supply figures are from community colleges, Nothern Montana College and other training agencies.

A majority of the data included has been supplied by the Employment Security Division of the Department of Labor and Industry. It appears from this data that certain vocational education programs are either in a condition of over- or under-supply. However, many discrepancies exist in the data and the Employment Security Division is currently developing a new system in order to provide more reliable data on which programmatic decisions may be based.

Each vocational education program area determined the enrollees who would be available for work. The available for work figures indicate the number of completers estimated to be actually entering the labor force, rather than going to school, entering the military, etc. The number determined to be available for work is shown at both the secondary and postsecondary levels.

Total annual average job openings in Montana are estimated at 23,700 over the study period. Openings due to growth consist of 48% or 11,400 of the total. Montana's total employment from 1976 through 1985 is projected to increase at an average annual rate of 3.6% which compares to 2.9% for the United States. The self-employed unpaid family workers and farm workers appear to remain relatively unchanged during the 1976-1985 period. Nonagricultural wage and salary workers will make up the bulk of the growth.

In grouping occupations into type of worker, the white-collar workers trend dominates the relative increase in employment. Employment of service workers is also growing at a significant rate. The rapid growth of white-collar and service workers reflects a technically oriented economy and the continued expansion of service producing industries which employ a large number of these workers. Blue-collar workers experienced a decline in relative distribution from 1960 to 1970, but the current expansion in energy related industries has been a major reason for blue-collar employment growth to become as strong as the other two groups. The farm sector of occupations has been experiencing a decline in the number employed, but the 1976-1985 period anticipates stabilization in employment.

Since the other type of workers will continue to increase, farmers and farm workers relative distribution will still continue to decline each year.

Professional, Technical and Kindred Workers

Professional occupations deal with theoretical or practical aspects of such fields as science, engineering, technical work, art, education, medicine, law and business relations. Most of these occupations require substantial educational preparation, usually at the university level. Technical positions require knowlege of scientific, engineering, mathematical, computer programming and draft design principles acquired by training through technical institutions, junior colleges, post-high school courses, on-the-job training or experience.

The number of job openings in this group is projected to increase at an annual average of 3,300 with 54% of those jobs being expansion positions. These jobs should account for 13.9% of total job openings through 1985. The annual average growth rate for professional, technical and kindred workers is 3.8%.

The occupation with the highest job needs in this group is elementary school teachers; however, in recent years there has been a statewide surplus of people with teaching degrees. Other professional, technical and kindred occupations with relatively large job needs are professional nurse, secondary school teachers, accountants and clergy.

Managers and Officials

The managers and officials occupational group includes persons concerned with policy making, planning, organizing, staffing, directing and/or controlling activities that are common to many types of organizations as well as activities that require a knowledge of management and operation of a given organization. Employers increasingly require beginning managers to have a college degree. A bachelor's degree in business administration with a major in accounting, economics or finance is desired by some employers. Other firms seek applicants having technical training in engineering, science or mathematics. Still others train liberal arts graduates on the job. Advancement to a high-level management job often occurs after several years of progressively more responsible work experience.

Employment in this group will increase by 14,120 from 1976 through 1985, which amounts to an annual average of 3.8%. The number of jobs opening each year is estimated at 3,500 with 46% coming from openings due to growth. The average growth rate for managers and officials is 3.8%.

The occupation in this group with the highest job needs is bank and financial managers with 232 openings yearly. Because managers are employed in a broad range of settings, it is difficult to pinpoint specific occupations that will be in demand; therefore, a relatively high number of yearly job openings (1,891) are found in the classification of all other managers.

Sales Workers

Included in this major occupational group are occupations which are concerned with selling goods and/or services. The minimum educational requirements for sales careers vary widely. Some sales positions require no formal education, others specify a college degree in a technical or scientific field. Even for routine sales jobs, however, a high school diploma is an asset for the beginner. Training for some sales job, such as those in retail stores, is usually received on the job. Some persons combine on-the-job training with home study or courses offered by manufacturers or local educational institutions.

Sales workers represent the smallest number of yearly employment openings (1,270), and the lowest annual growth rate (3.4%) for white-collar workers. Also, the expansion jobs involve only 45% of the annual openings, which is the lowest expansion portion of all the major occupational groups.

The job with the highest projected needs is other sales workers with 882 openings yearly through 1985, which is a 69% total of the sales workers. The next highest job needs occur in real estate agents.

Clerical Workers

Included in this occupational group are clerical personnel whose work involves preparing, transcribing, transferring, systematizing and preserving communications and records; collating accounts; distributing information. Also included are clerical workers involved in planning, coordinating or expediting production and the flow of work and workers involved in the clerical aspects of receiving, storing, issuing or shipping of materials, merchandise, supplies or

equipment. All but the most routine clerical positions require graduation from high school. Most employers regard instruction in business subjects as a particularly good qualification.

Employment in this occupational group is projected to increase at an annual average rate of 4.5%. The number of yearly openings amount to 3,780 with 53% being expansion jobs.

From this group, the occupation with the highest annual job needs are secretaries with 870 openings yearly. Other occupations with high demands are bookkeepers, miscellaneous clerical workers and teachers aides.

Crafts and Kindred Workers

This group of skilled workers include those involved in construction, metalworking, printing, transportation, public utilities and other crafts and kindred work. Also included are mechanics, repairers and installers. A large portion of the workers learn their trades informally on the job or through planned apprenticeship training. Others learn a skilled trade in vocational, trade or technical schools. Training and experience in the Armed Forces may be an asset in many of these jobs. A high school education is always helpful and is required by some employers. Also, a high degree of aptitude is most desirable.

Openings due to growth comprise 59% of the 3,060 yearly average openings for this group. Employment in this group is projected to increase 4.6% yearly from 1976 to 1985.

Occupations with high demand include carpenters, electricians, plumbers, auto mechanics and heavy equipment mechanics.

Operatives

This group of workers is classified as semiskilled. Most of them may operate some type of machinery, equipment or tool in performing their jobs while others perform tasks requiring use of the hands only. These workers ordinarily receive only brief on-the-job training. The simplest repetitive and routine semiskilled jobs can be learned in a day and mastered in a week. Even those jobs that require a higher degree of skill can be learned in a few months. The ability to learn new jobs quickly, however, is an important qualification for semiskilled workers.

Although employment in this category is expected to increase by 8,940 between 1976 and 1985, the average rate of increase of 3.1% is the lowest of the occupational groups except farmers. The number of annual job openings is projected at 1,830 yearly for the 1976-1985 period, with 54% of the jobs being expansion positions.

The occupation with the highest demand from this group is truck drivers. Also in high demand are welders, garage workers, mine operatives, sawyers, delivery and route workers.

Laborers, Except Farm

These workers are found in practically all types of nonagricultural industries. For example, they may be in construction, handling freight and materials, collecting garbage, gardening, cutting timber, filling orders, stocking merchandise, or assisting in the trades.

Much of the work that nonfarm laborers perform involves tasks that require little special training. Brief instruction and a few hours of on-the-job training usually are sufficient preparation for a job as a nonfarm laborer.

Laborers, the smallest occupational group, is projected to have one of the smaller increases in the annual average employment rates at 3.2%. Also, the number of yearly openings will be a low 950 jobs which will be 48% openings due to growth.

Some labor occupations with relatively high demand are construction laborer, freight and material handlers, groundskeeper and stock handlers.

Service Workers

The occupational group of service workers includes workers concerned with cleaning and/or serving food and beverages, performing services that require either direct contact or close association with the individual or the protection of individuals, or of public or private property. Training and skill requirements differ greatly among the various service occupations. Some must have a college degree, some need specialized vocational training, and others have no specific educational requirements for entry, although a high school diploma is always an advantage.

Service workers are the largest major occupational group and have a wide variety of jobs and skills. Employment in this category will increase 4.7% each year for the 1976-1985 period. Openings due to growth comprise 48% of the 4,580 yearly openings.

The occupation with the highest demand from this group is cooks with 613 yearly openings. Other high demand jobs are cleaners and janitors, waiters, child care workers, nurses aides, orderlies and bartenders.

Farmers and Farm Workers

The declining employment of this occupational group will experience a stabilization in the 1976-1985 period. Some farm laborers jobs will be lost due to declining openings but an equal number of farm manger positions will be created by expansion.

The forecast employment in 1985 of 417,482 represents 32 percent increase in the number of jobs over the 1976 employment figure of 314,841. To facilitate accurate forecasting and comparison it is necessary to classify industries by service or goods producing. Goods producing deals with goods produced for consumption and includes the following major divisions: agriculture, mining, manufacturing and contract construction. Service producing includes the major divisions of: trade, services, government, transportation, communications and public utilities, finance, insurance and real estate.

By 1985, both goods and service producing industries will grow by substantial amounts, 24 percent for goods and 36 percent for service. The service segment will be approximately two and one-half times larger than the goods producing. Although Montana is considered a resource state, most Montana jobs are in the service area. The growth in goods producing jobs should cause a larger growth in service jobs due to the increased demand for services created by those employed in goods producing.

Agriculture, Forestry, and Fisheries

Agricultural employment shows little growth but indicates a leveling-off of the decline experienced in the 60s. This area remains Montana's largest export industry and provided employment for 39,754 in 1976 and projected 39,838 in 1985. Opportunities for employment will be replacement rather than expansion related. Environmental decisions will by some degree effect opportunities in the forestry and fishery areas, but no substantial growth is expected.

Mining

Energy development at Montana's coal, gas and oil resources will add a significant number of jobs in this area. As increased pressure to become energy self-sufficient is felt, so should jobs increase, as is seen in a 326 percent increase in coal and 65 percent increase in oil and gas. Mining has been important in both the political and industrial development of Montana, and will remain so and even have some influence on national politics with regard to energy. Employment levels in 1976 were estimated at 6,630 and will increase 62 percent to 10,710 by 1985.

Contract Construction

The demand for new housing and energy related large scale projects such as Colstrip #3 and #4 will keep employment opportunities in this area expanding. Construction employment is subject to extreme seasonal fluctuations, so it may vary greatly throughout the year. Employment is projected to be 34,722 by 1985, a 50 percent increase over the 1976 figure at 23,136.

Manufacturing

Manufacturing represents a small percent of total employment and shows a moderate growth at 22 percent from 1976 to 1985. The majority of manufacturing employment is in lumber and woods, food products and primary metals. The 31 percent growth in lumber and woods can be directly related to demand for housing. Foreign competition will still affect primary metals but it will show some gains over 1976 figures. Durable goods will account for 20,489 and non-durable 9,922 by 1985.

Transportation, Communications, and Public Utilities

All areas in this division will experience growth during this time. Transportation shows growth in railroads and local transit. As petroleum costs rise the importance of mass transit and rail shipping will increase and employment will likewise increase. The 69 percent increase in communications and public utilities will add about 5,800 jobs in this area. The greatest single cause can be attributed to energy development.

Wholesale and Retail Trade

An increase of 25,000 workers should occur in wholesale and retail trade, Montana's second largest division. Wholesale accounts for 17 percent and will experience a 28 percent increase between 1976 and 1985. Retail is 83 percent and will grow 34 percent in this time. Eating and drinking establishments, auto dealers, gas stations and general merchandise will employ the largest portions of this industry. Employment opportunities should reamin high in this area.

Finance, Insurance, and Real Estate

This industry is influenced mostly by population and the effect of population growth is readily seen in the 45 percent increase experienced in finance, insurance and real estate. This will account for an increase of 5,500 new jobs.

Services

Montana's largest division will provide jobs for 130,008 workers in 1985. This 40 percent increase adds 37,045 jobs to the 1974 level. The industries in this sector are hotels and lodging, personal services, business services, auto repair, entertainment, medical, legal, educational, museums, nonprofit and miscellaneous services. Growth will be experienced in all segments at this division. Increased population growth and greater social demand will be the cause for this growth.

Public Administration

This division accounts for only those jobs which cannot be classified in any other industrial classificaiton. It is expected to grow 27 percent to 22,625 jobs by 1985. The majority of this growth will be at the state and local levels.

MONTANA AVERAGE ANNUAL JOB OPENINGS
DUE TO GROWTH AND DUE TO LABOR FORCE
SEPARATIONS BY CENSUS MATRIX OCCUPATIONS
1976-1985

	Total Openings	Openings Due to Growth	Openings Due to Separations
TOTAL ALL OCCUPATIONS	23768	11404	12364
Professional, technical, and kindred	3306	1773	1532
Engineers, technical	131	90	42
Engineers, aero-astronautic	*	*	*
Engineers, chemical	5	*	*
Engineers, Civil	42	23	18
Engineers, electrical	35	27	8
Engineers, industrial	13	9	*
Engineers, mechanical	7	5	*
Engineers, metallurgical	*	*	*
Engineers, mining	*	*	*
Engineers, petroleum	*	*	*
Engineers, sales	*	*	*
Engineers, other	18	15	*
Life and physical scientists	71	38	33
Agricultural scientists	25	14	11
Atmospheric, space scientists	*	*	*
Biological scientists	8	*	5
Chemists	11	5	6
Geologists	25	17	8
Marine scientists	*	*	*
Physicists and astronomers	*	*	*
Life, physical scientists nec	*	*	*
Mathematical specialists	6	*	*
Actuaries	*	*	*
Mathematicians	*	*	*
Statisticians	*	*	*
Engineers, science technicians	167	114	53
Agri biolog tech exc health	10	5	5
Chemical technicians	12	8	*
Drafters	48	35	13
Electrical, electronic tech	14	11	*
Industrial engineering tech	*	*	*
Mathematical techn	*	*	*
Mechanical engineering tech	*	*	*
Surveyors	37	29	8
Engineering, science tech nec	44	24	20
Medical workers, exc tech	584	349	235
Chiropractors	10	5	5
Dentists	38	29	9
Dietitians	17	8	9
Optometrists	55	42	13
Pharmacists	30	9	22
Physicians, MD Osteopaths	78	60	19
Podiatrists	18	11	7
Registered Nurses	269	139	130
Therapists	60	38	22
Veterinarians	8	7	*
Other medical and health	*	*	*

*Less than five

	Total Openings	Openings Due to Growth	Openings Due to Separations
Health technol and tech	110	68	42
Clinical lab technol, tech	54	35	19
Dental hygienists	5	*	*
Health record technol, tech	*	*	*
Radiologic technol, tech	31	20	11
Therapy assistants	*	*	*
Other health technol, tech	16	8	9
Technicians, exc health	66	40	26
Airplane pilots	15	13	*
Air traffic controllers	15	10	6
Embalmers	*	*	*
Flight engineers	*	*	*
Radio operators	23	10	13
Tool programers, numerical	*	*	*
Other technicians exc health	12	6	5
Computer specialists	21	18	*
Computer programers	15	13	*
Computer systems analysis	*	*	*
Other computer specialists	*	*	*
Social scientists	27	19	8
Economists	12	8	4
Political scientists	*	*	*
Psychologists	9	6	*
Sociologists	*	*	*
Urban and regional planners	6	5	*
Other social scientists	*	*	*
Teachers	1209	610	599
Adult education teachers	21	11	10
College and univ teachers	-10	-52	42
Elementary school teachers	735	417	318
Preschool, kindergarten	112	74	38
Secondary school teachers	264	137	127
Teachers nec, exc coll, univer	87	22	65
Writers, artists, entertainers	207	117	90
Actors	*	*	*
Athletes and kindred workers	20	14	6
Authors	*	*	*
Dancers	*	*	*
Designers	12	6	6
Editors and reporters	18	9	10
Musicians and composers	52	32	20
Painters and sculptors	23	12	12
Photographers	14	6	8
Public relations specialist	39	19	20
Radio, TV announcers	13	12	*
Writers, artists, entertain nec	11	5	7
Other professional, technical	706	308	398
Accountants	179	78	101
Architects	16	12	*
Archivists and curators	*	*	*
Clergy	116	61	55
Religious, exc clergy	28	13	15
Farm management advisors	-5	-6	*
Foresters, conservationists	36	7	29
Home management advisors	*	*	*
Judges	13	*	11
Lawyers	91	38	53
Librarians	52	18	34
Operations, systems research	*	*	*
Personnel labor relations	36	20	16
Research workers, nec	*	-10	9
Recreation workers	35	21	15
Social Workers	71	28	43
Vocational, ed counselors	38	26	12

* Less than five

	Total Openings	Openings Due to Growth	Openings Due to Separations
Managers, officials, proprietors	3403	1569	1833
Buyers, sales, loan managers	499	321	178
Bank, financial managers	232	161	71
Credit managers	12	5	7
Buyers, shippers, farm products	21	6	15
Buyers, wholesale, retail	41	24	16
Purchasing agents, buyers, nec	44	23	21
Sales manager, retail trade	107	71	36
Sales manager, exc ret trade	42	31	11
Administrators, pub inspectors	494	217	277
Assess, control, loc pub admin	60	15	45
Construction inspector, pub	8	*	5
Health administrators	59	34	25
Inspectors, exc construct pub	47	18	29
Officials, admins, pub	152	56	96
Postmasters and mail super	7	-8	14
School admin, college	4	-4	8
School admin, elem, secondary	158	104	54
Other managers, officials, props	2410	1031	1379
Funeral directors	19	5	15
Mgrs, superintendants, bldg	87	23	65
Office managers, nec	158	84	74
Officrs, pilots, pursers, ship	*	*	*
Officials of lodges, unions	*	-11	9
Railroad conductors	46	31	14
Restaurant, cafe, bar mgrs	210	97	113
Other mgrs, administrators	1891	803	1088
Sales workers	1273	572	700
Advertising agents, sales wrks	24	13	11
Auctioneers	*	*	*
Demonstrators	14	6	7
Hucksters and peddlers	84	23	61
Insurance agents, brokers, etc	107	53	55
Newspaper carrier and vendor	*	-7	6
Real estate agents, brokers	145	57	87
Stock and bond sales agents	16	5	11
Sales and sales workers, nec	882	420	461
Clerical workers	3779	2009	1771
Stenographers, typists, secre	1095	597	498
Secretaries, legal	36	23	13
Secretaries, medical	43	31	12
Secretaries, other	870	495	375
Stenographers	*	-22	25
Typists	142	69	73
Office machine operators	48	15	32
Bookkeeping, billing operators	17	10	7
Calculating machine operators	*	*	*
Computer, peripheral equip	21	15	6
Duplicating machine operators	*	*	1
Keypunch operators	*	-12	14
Tabulating machine operators	*	*	*
Other office machine operators	*	*	*
Other clerical workers	2637	1397	1241
Bank tellers	100	62	39
Billing clerks	48	36	12

* Less than five

	Total Openings	Openings Due to Growth	Openings Due to Separations
Bookkeepers	491	209	282
Cashiers	313	183	130
Clerical assist, soc welfare	10	8	*
Clerical supervisors, nec	43	24	19
Collectors, bill and account	12	7	5
Counter clerks, exc food	161	52	109
Dispatcher, starter, vehicle	24	12	12
Enumerators and interviewers	-0	-23	15
Estimators, investigators, nec	98	55	47
Expeditors, prod controllers	9	7	*
File clerks	25	11	14
Insurance adjust, examiners	19	12	7
Library attendants, assistant	31	12	19
Mail carriers, post office	8	-14	23
Mail handler, exc post office	27	11	16
Messengers and office helpers	6	*	*
Meter readers, utilities	14	12	*
Payroll, time keeping clerks	29	12	16
Postal clerks	*	-24	24
Proofreaders	*	*	*
Real estate appraisers	27	7	20
Receptionists	176	92	84
Shipping, receiving clerks	41	21	20
Statistical clerks	62	37	25
Stock clerks, store keepers	70	36	34
Teachers aides, exc monitors	211	155	56
Telegraph messengers	*	*	*
Telegraph operators	-1	-4	*
Telephone operators	41	8	33
Ticket station, express agents	23	13	10
Weighers	20	9	10
Misc clerical workers, nec	507	356	151
Cratfs and kindred workers	3055	1808	1247
Construction crafts workers	1302	814	488
Carpenters and apprentices	583	333	249
Brick and stonemasons and appr	15	10	5
Bulldozer operators	83	63	20
Cement and concrete finishers	17	14	*
Electricians and apprentices	168	115	53
Excavating, grading, mach opr	184	121	63
Floor layers, exc tile setters	*	*	*
Painters, construction, maint	71	41	30
Paperhangers	*	*	*
Plasterers and apprentices	5	*	*
Plumbers, pipefitters and appr	132	80	51
Roofer and slaters	14	10	*
Structural metal craft workers	27	23	*
Tilesetters	5	*	*
Blue collar worker supvr, nec	298	167	131
Metalworking craft wrkrs exc mec	119	66	53
Blacksmiths	*	*	*
Boilermakers	8	*	5
Heat treaters, annealers, etc	*	*	*
Forge and hammer operators	*	*	*
Job and die setters, metal	*	*	*
Machinists and apprentices	50	29	22
Millwrights	35	22	13
Molders, metal and apprentices	*	*	*
Pattern and model makers	*	*	*
Rollers and finishers, metal	*	*	*

* Less than five

	Total Openings	Openings Due to Growth	Openings Due to Separations
Sheetmetal workers and appr	24	15	9
Tool and diemakers and appr	*	*	*
Mechanics, repairers, installers	789	466	323
Air cond, heating, refrig mech	45	29	16
Aircraft machanics	7	5	*
Auto accessories installers	*	*	*
Auto body repairers	33	15	18
Auto mechanics and appr	232	116	117
Data processing mach repairers	6	6	*
Farm implement mechanics	79	45	34
Heavy equip mech, incl deisel	195	126	69
Household appliance mechanics	58	39	19
Loom fixers	*	*	*
Office machine repairers	25	22	*
Radio, television repairers	23	15	8
Railroad, car shop repairers	23	13	10
Other mechanics and appr	61	36	26
Printing trade crafts workers	21	*	22
Bookbinders	*	*	*
Compositors and typesetters	10	-6	16
Electrotypers, stereotypers	*	*	*
Engravers exc photoengravers	*	*	*
Photoengravers, lithographers	*	*	*
Printn press opers & appren	6	*	*
Transportation, pub util craft	155	116	39
Elec pwr line installer, reprs	55	47	8
Locomotive engineers	56	39	17
Locomotive engineer helpers	*	*	*
Power station operators	*	*	*
Telephone installers, repairers	35	25	10
Telephone line instalr, splicer	7	5	*
Other crafts, kindred workers	369	178	191
Bakers	14	*	15
Cabinetmakers	7	*	6
Carpet installers	9	7	*
Crane, derrick, and hoist opr	55	38	17
Decorators, window dressers	27	16	11
Dental laboratory tech	6	*	*
Furniture and wood finishers	*	*	*
Furriers	*	*	*
Glaziers	11	9	*
Inspectors, log and lumber	25	15	11
Inspectors, other	30	17	13
Jewelers and watchmakers	5	*	*
Millers, grain, flour, feed	*	*	*
Motion picture projectionists	12	3	8
Opticians, lens grindr, polishr	35	26	9
Piano, organ tuners, repairers	*	*	*
Shipfitters	*	*	*
Shoe repairers	10	*	9
Sign painters and letterers	3	*	*
Stationary engineers	78	22	55
Stone cutters, stone carvers	*	*	*
Tailors	9	*	7
Upholsterers	15	*	12
Crafts, kindred workers, nec	12	10	*
Operatives	1835	993	842

* Less than five

	Total Openings	Openings Due to Growth	Openings Due to Separations
Operatives, exc transport	1241	678	562
Semiskilled metalworking	142	86	56
Drill press operatives	*	*	*
Furnace tendrs, smeltrs. pourers	12	5	8
Grinding machine operatives	*	*	*
Heaters, metal	*	*	*
Lathe, milling mach operatives	*	*	*
Metal platers	*	*	*
Other precision mach operators	*	*	*
Punch stamping press operative	*	*	*
Solderers	*	*	*
Welders and flame cutters	124	80	44
Semiskilled textile	*	*	*
Carding, lapping, combing oprs	*	*	*
Knitters, loopers, and toppers	*	*	*
Spinners, twisters, winders	*	*	*
Weavers	*	*	*
Other textile operatives	*	*	*
Semiskilled packing, inspecting	75	41	34
Checkers, examiners, etc, mfg	10	5	*
Graders and sorters, mfg	10	7	*
Meat wrappers, retail trade	10	5	5
Packer, wrapper, ex meat, produce	43	24	19
Prod grdr, packer, exc fact, farm	*	*	*
Other operatives, exc transport	1023	551	472
Asbestos, insulation workers	6	6	*
Assemblers	21	16	*
Blasters	12	11	*
Bottling, canning operatives	*	*	*
Surveyor helpers	14	13	*
Clothing ironers and pressers	13	*	15
Cutting operatives, nec	19	10	9
Dressmakers, exc factory	54	7	47
Drillers, earth	55	37	17
Dry wall installers, lathes	10	8	*
Dyers	*	*	*
Filer, polisher, sander, buffer	5	*	6
Garage wrkrs, gas station atten	123	69	54
Laundry, dry cleaning oprs, nec	101	50	50
Meat cutters, butchers, exc mfg	23	*	19
Meat cutters, butchers	18	11	7
Milleners	*	*	*
Mine operatives, nec	108	65	43
Mixing operatives	*	*	*
Oilers, greasers, exc auto	18	11	7
Painters, mfg articles	16	8	7
Photographic process workers	21	12	9
Riveters and fasteners	*	*	*
Sailors and deckhands	*	*	*
Sawyers	108	70	39
Sewers and stitchers	19	8	11
Shoemaking machine operatives	*	*	*
Furnace tendr, stokr exc metal	13	*	11
Winding operatives, nec	*	*	*
Misc mach operatives	124	69	55
Operatives, nec	113	61	52
Transport equipment operatives	594	314	280
Boat operators	*	*	*
Bus drivers	34	-27	61

* Less than five

	Total Openings	Openings Due to Growth	Openings Due to Separations
Conductors and opr, urban rail	*	*	*
Delivery and route workers	129	87	42
Fork lift, tow motor operatives	52	39	13
Rail vehicle operators, nec	25	18	7
Parking attendant	7	*	5
Railroad brake operators	42	30	12
Railroad switch operators	23	14	9
Taxicab drivers, chauffeurs	10	*	10
Truck drivers	271	154	117
Service workers	4578	2182	2396
Cleaning service workers	1108	472	636
Lodging quartrs cleanrs exc pr	223	134	90
Bldg interior cleaners, nec	438	203	236
Janitors and sextons	447	136	311
Food service workers	1811	941	871
Bartenders	277	129	148
Waiters assistants	34	30	5
Cooks, exc private	613	304	309
Dishwashers	116	54	62
Food counter, fountain workers	133	86	47
Waiters	516	278	237
Food workers, nec, exc private	124	61	63
Health service workers	696	394	302
Dental assistants	61	43	17
Health aides, except nursing	86	59	27
Health trainees	*	*	*
Lay midwives	*	*	*
Nurses aides, orderlies	369	194	175
Practical nurses	180	99	81
Personal service workers	648	277	371
Flight attendants	*	*	*
Atten, recreation, amusement	22	11	11
Atten, personal service, nec	26	8	18
Baggage porters and bellhops	*	*	*
Barbers	22	-10	33
Boarding, lodging housekeepers	26	*	23
Bootblacks	*	*	*
Child care workers, exc private	344	196	148
Elevator operators	7	*	8
Hairdressers, cosmetologists	117	38	79
Housekeepers, exc private	38	14	24
School monitors	12	7	6
Ushers, recreation, amusement	*	*	*
Welfare service aides	33	14	19
Protective and service workers	274	146	128
Crossing guard, bridgetenders	*	*	*
Firefighters	21	16	*
Guards	120	46	74
Marshals and constables	*	*	*
Police and detectives	94	68	26
Sheriffs and bailiffs	39	17	23
Private household workers	42	-46	88
Child care workers	25	-32	57
Cooks, private	*	*	*
Housekeepers, private	*	-6	8
Launderers, private household	*	*	*
Pri household cleanrs, servants	15	-6	21

* Less than five

	Total Openings	Openings Due to Growth	Openings Due to Separations
Laborers, except farm	946	500	447
Animal caretakers, exc farm	32	14	19
Carpenters, helpers	19	13	6
Constr labr, exc carpenter help	169	112	57
Fishers, hunters and trappers	*	*	*
Freight, material handlers	130	88	42
Garbage collectors	39	32	7
Gardenrs, groundkeepr, exc farm	149	46	103
Longshore workers, stevedores	5	*	*
Timbercutting, logging workers	19	*	19
Stock handlers	128	77	50
Teamsters	*	*	*
Vehicle washers, equip cleaners	56	38	18
Warehouse laborers, nec	22	9	13
Other laborers	175	67	109
Farmers and farm workers	1592	*	1595
Farmers and farm managers	1296	160	1135
Farmers (owners and tenants)	1081	32	1049
Farm managers	215	128	87
Farm laborers, farm supervisors	296	-163	460
Farm labor supervisors	41	18	23
Farm laborers, wage wrkrs	171	-225	396
Farm laborers, unpaid family	83	43	40
Farm laborers, self-empl	*	*	*

EMPLOYMENT PROJECTIONS PROGRAM
MONTANA
TOTAL EMPLOYMENT BY CENSUS
MATRIX OCCUPATIONS

	1976 EMPLOYMENT	PROJECTED 1985 EMPLOYMENT	1976-1985 PERCENT CHANGE
TOTAL ALL OCCUPATIONS	314747	417380	32.6
Professional, technical, and kindred	46209	62166	34.5
Engineers, technical	2408	3216	33.6
Engineers, aero-astronautic	*	*	*
Engineers, chemical	70	101	44.3
Engineers, Civil	934	1141	22.2
Engineers, electrical	545	786	44.2
Engineers, industrial	183	260	42.1
Engineers, mechanical	173	222	28.3
Engineers, metallurgical	26	32	23.1
Engineers, mining	71	88	23.9
Engineers, petroleum	70	92	31.4
Engineers, sales	43	64	48.8
Engineers, other	293	430	46.8
Life and physical scientists	1481	1827	23.4
Agricultural scientists	367	490	33.5
Atmospheric, space scientists	241	224	- 7.1
Biological scientists	262	293	11.8
Chemists	176	226	28.4
Geologists	385	538	39.7
Marine scientists	33	40	21.2
Physicists and astronomers	17	16	- 5.9
Life, physical scientists nec	*	*	*
Mathematical specialists	69	92	33.3
Actuaries	*	*	*
Mathematicians	13	17	30.8
Statisticians	56	75	33.9
Engineers, science technicians	2846	3866	35.8
Agri biolog tech exc health	207	253	22.2
Chemical technicians	280	354	26.4
Drafters	693	1007	45.3
Electrical, electronic tech	319	423	32.6
Industrial engineering tech	11	21	90.9
Mathematical techn	*	*	*
Mechanical engineering tech	*	*	*
Surveyors	529	785	48.4
Engineering, science tech nec	807	1023	26.8
Medical workers, exc tech	6301	9438	49.8
Chiropractors	90	137	52.2
Dentists	471	728	54.6
Dietitians	172	246	43.0
Optometrists	414	793	91.6
Pharmacists	509	590	15.9
Physicians, MD osteopaths	932	1468	57.5
Podiatrists	129	234	81.4
Registered nurses	2944	4199	42.6
Therapists	535	876	63.7
Veterinarians	105	167	59.0
Other medical and health	*	*	*

*Less than ten

	1976 EMPLOYMENT	PROJECTED 1985 EMPLOYMENT	1976-1985 PERCENT CHANGE
Health technol and tech	1422	2035	43.1
Clinical lab technol, tech	619	934	50.9
Dental hygienists	26	67	157.7
Health record technol, tech	23	36	56.5
Radiologic technol, tech	306	482	57.5
Therapy assistants	12	13	8.3
Other health technol, tech	436	503	15.4
Technicians, exc health	1013	1368	35.0
Airplane pilots	195	311	59.5
Air traffic controllers	274	360	31.4
Embalmers	*	*	*
Flight engineers	*	*	*
Radio operators	216	310	43.5
Tool programers, numerical	*	*	*
Other technicians exc health	319	378	18.5
Computer specialists	435	593	36.3
Computer programers	302	422	39.7
Computer systems analysis	102	133	30.4
Other computer specialists	31	38	22.6
Social scientists	389	566	45.5
Economists	185	260	40.5
Political scientists	*	*	*
Psychologists	137	190	38.7
Sociologists	*	*	*
Urban and regional planners	64	111	73.4
Other social scientists	*	*	*
Teachers	15203	20696	36.1
Adult education teachers	228	325	42.5
College and univ teachers	2232	1769	-20.7
Elementary school teachers	6387	10144	58.8
Preschool, kindergarten	838	1506	79.7
Secondary school teachers	4375	5613	28.3
Teachers nec, exc coll, univer	1143	1339	17.2
Writers, artists, entertainers	3037	4091	34.7
Actors	18	22	22.2
Athletes and kindred workers	231	362	56.7
Authors	27	39	44.4
Dancers	*	*	*
Designers	184	242	31.5
Editors and reporters	373	449	20.4
Musicians and composers	644	929	44.3
Painters and sculptors	410	518	26.3
Photographers	311	363	16.7
Public relations specialist	395	569	44.1
Radio, TV announcers	249	352	46.7
Writers, artists, entertain nec	204	246	20.6
Other professional, technical	11605	14378	23.9
Accountants	2645	3349	26.6
Architects	216	325	50.5
Archivists and curators	22	20	- 9.1
Clergy	1032	1580	53.1
Religious, exc clergy	222	341	53.6
Farm management advisors	105	55	-47.6
Judges	103	122	18.5
Lawyers	1236	1573	27.4
Librarians	554	716	29.2
Operations, systems research	16	18	12.5
Personnel labor relations	644	831	29.0
Research workers, nec	439	350	-20.3
Recreation workers	402	588	46.3
Social workers	1123	1371	22.1
Vocational, ed counselors	631	860	36.3

*Less than ten

	1976 EMPLOYMENT	PROJECTED 1985 EMPLOYMENT	1976-1985 PERCENT CHANGE
Managers, officials, proprietors	40776	54899	34.6
Buyers, sales, loan managers	5266	8152	54.8
Bank, financial managers	2073	3523	70.0
Credit managers	135	179	32.6
Buyers, shippers, farm products	215	271	26.1
Buyers, wholesale, retail	395	615	55.7
Purchasing agents, buyers, nec	365	567	55.3
Sales manager, retail trade	1343	1979	47.4
Sales manager, exc ret trade	740	1017	37.4
Administrators, pub inspectors	5341	7299	36.7
Assess, control, loc pub admin	486	617	27.0
Construction inspector, pub	39	62	59.0
Health administrators	589	892	51.4
Inspectors, exc construct pub	507	669	32.0
Officials, admins, pub	1743	2245	28.8
Postmasters and mail super	296	227	-23.3
School admin, college	302	269	-10.9
School admin, elem, secondary	1379	2318	68.1
Other managers, officials, props	30169	39449	30.8
Funeral directors	199	245	23.1
Mgrs, superintendants, bldg	398	601	51.0
Office managers, nec	1690	2440	44.4
Officrs, pilots, pursers, ship	*	*	*
Officials of lodges, unions	275	180	-34.5
Railroad conductors	385	665	72.7
Restaurant, cafe, bar mgrs	2700	3574	32.4
Other mgrs, administrators	24522	317443	29.5
Sales workers	16989	22136	30.3
Advertising agents, sales wrks	242	360	48.8
Auctioneers	46	49	6.5
Demonstrators	254	310	22.1
Hucksters and peddlers	1362	1569	15.2
Insurance agents, brokers, etc	1445	1920	32.9
Newspaper carrier and vendor	404	343	-15.1
Real estate agents, brokers	1159	1676	44.6
Stock and bond sales agents	185	229	23.8
Sales workers, nec	11892	15680	31.9
Clerical workers	44665	62748	40.5
Stenographers, typists, secre	12315	17683	43.6
Secretaries, legal	388	590	52.1
Secretaries, medical	240	517	115.4
Secretaries, other	8692	13153	51.3
Stenographers	766	573	-25.2
Typists	2229	2850	27.9
Office machine operators	1198	1338	11.7
Bookkeeping, billing operators	127	223	75.6
Calculating machine operators	13	22	69.2
Computer, peripheral equip	426	559	31.2
Duplicating machine operators	44	51	15.9
Keypunch operators	498	392	-21.3
Tabulating machine operators	*	*	*
Other office machine operators	90	91	1.1
Other clerical workers	31152	43727	40.4
Bank tellers	1124	1681	49.6
Billing clerks	397	721	81.6

*Less than ten

	1976 EMPLOYMENT	PROJECTED 1985 EMPLOYMENT	1976-1985 PERCENT CHANGE
Bookkeepers	7072	8956	26.6
Cashiers	3513	5166	47.1
Clerical assist, soc welfare	222	290	30.6
Clerical supervisors, nec	686	905	31.9
Collectors, bill and account	148	217	46.6
Counter clerks, exc food	1701	2170	27.6
Dispatcher, starter, vehicle	373	480	28.7
Enumerators and interviewers	602	395	-65.6
Estimators, investigators, nec	1037	1532	47.7
Expeditors, prod controllers	119	180	51.3
File clerks	363	459	26.5
Insurance adjust, examiners	311	421	36.4
Library attendants, assistant	492	596	21.1
Mail carriers, post office	777	648	-16.6
Mail handler, exc post office	273	377	38.1
Messengers and office helpers	173	182	5.2
Meter readers, utilities	131	238	81.7
Payroll, time keeping clerks	313	418	33.6
Postal clerks	831	616	-25.9
Proofreaders	27	37	37.0
Real estate appraisers	230	293	27.4
Receptionists	1963	2795	42.4
Shipping, receiving clerks	561	751	33.9
Statistical clerks	778	1111	42.8
Stock clerks, store keepers	1045	1368	30.9
Teachers aides, exc monitors	1203	2606	116.6
Telegraph messengers	*	*	*
Telegraph operators	207	168	-18.8
Telephone operators	1060	1129	6.5
Ticket station, express agents	334	446	33.5
Weighers	150	235	56.7
Misc clerical workers, nec	2933	6139	109.3
Cratfs and kindred workers	39471	55740	41.2
Construction crafts workers	13845	21175	52.9
Carpenters	5767	8770	52.1
Brickmasons and stonemasons	271	358	32.1
Bulldozer operators	798	1361	70.6
Cement and concrete finishers	136	262	92.7
Electricians	1850	2881	55.7
Excavating, grading, mach opr	2138	3222	50.7
Floor layers, exc tile setters	57	65	14.0
Painters, construction, maint	947	1308	38.1
Paperhangers	*	*	*
Plasterers	36	41	13.9
Plumbers and pipefitters	1336	2061	54.3
Roofer and slaters	155	247	59.4
Structural metal craft workers	240	450	87.5
Tilesetters	106	141	33.0
Blue collar worker supvr, nec	3813	5312	39.3
Metalworking craft wrkrs exc mec	1753	2355	34.3
Blacksmiths	43	25	-41.9
Boilermakers	185	204	10.3
Heat treaters, annealers, etc	*	*	*
Forge and hammer operators	*	*	*
Job and die setters, metal	12	18	50.0
Machinists	702	963	37.2
Millwrights	401	597	48.9
Molders, metal	25	23	- 8.0
Pattern and model makers	*	*	*
Rollers and finishers, metal	*	*	*

*Less than ten

	1976 EMPLOYMENT	PROJECTED 1985 EMPLOYMENT	1976-1985 PERCENT CHANGE
Sheet metal workers, tinsmiths	354	493	39.3
Tool, diemakers	29	30	3.5
Mechanics, repairers, installers	11978	16176	35.1
Air cond, heating, refrig mech	345	605	75.4
Aircraft mechanics	139	184	32.4
Auto accessories installers	27	23	-14.8
Auto body repairers	689	823	19.5
Auto mechanics	4552	5596	22.9
Data processing mach repairers	59	113	91.5
Farm implement mechanics	931	1338	43.7
Heavy equip mech, incl deisel	2751	3883	41.2
Household appliance mechanics	528	874	65.5
Mechanics, repairers, installers			
Loom fixers	*	*	*
Office machine repairers	222	422	90.1
Radio, television repairers	412	549	33.3
Railroad, car shop repairers	452	575	27.2
Other mechanics and apprentice	870	1190	36.8
Printing trade crafts workers	837	826	- 1.3
Bookbinder	55	56	1.8
Compositors and typesetters	528	474	-10.2
Electrotypers, stereotypers	*	*	*
Engravers exc photoengravers	22	30	36.4
Photoengravers, lithographers	26	34	30.8
Printing press operators	201	228	13.4
Transportation, pub util craft	2032	3080	51.6
Elec pwr line installer, reprs	437	858	96.3
Locomotive engineers	452	804	77.9
Locomotive engineer helpers	75	64	-14.7
Power station operators	31	41	32.3
Telephone installers, repairers	751	979	30.4
Telephone line instalr, splicer	286	334	16.8
Other crafts, kindred workers	5213	6816	30.8
Bakers	388	387	- 0.3
Cabinetmakers	153	168	9.8
Carpet installers	169	228	34.9
Crane, derrick, and hoist opr	680	1021	50.2
Decorators, window dressers	293	442	50.9
Dental laboratory tech	76	110	44.7
Furniture and wood finishers	25	36	44.0
Furriers	*	*	*
Glaziers	136	216	58.8
Inspectors, log and lumber	372	503	35.2
Inspectors, other	421	572	35.9
Jewelers and watchmakers	127	136	7.1
Millers, grain, flour, feed	59	67	13.6
Motion picture projectionists	106	135	27.4
Opticians, lens grindr, polishr	278	512	84.2
Piano, organ tuners, repairers	31	34	9.7
Shipfitters	*	*	*
Shoe repairers	132	138	4.6
Sign painters and letterers	60	67	11.7
Stationary engineers	1144	1349	17.9
Other crafts, kindred workers			
Stone cutters, stone carvers	*	*	*
Tailors	54	64	18.5
Upholsterers	249	279	12.1
Crafts, kindred workers, nec	260	352	35.4

*Less than ten

	1976 EMPLOYMENT	PROJECTED 1985 EMPLOYMENT	1976-1985 PERCENT CHANGE
Operatives, exc transport	20083	26189	30.4
Semiskilled metalworking	2347	3119	32.9
Drill press operatives	11	13	18.2
Furnace tendrs, smeltrs. pourers	440	481	9.3
Grinding machine operatives	63	55	-12.7
Heaters, metal	*	*	*
Lathe, milling mach operatives	52	56	7.7
Metal platers	19	18	- 5.3
Other precision mach operators	*	*	*
Punch stamping press operative	35	50	14.1
Solderers	*	*	*
Welders and flame cutters	1717	2437	41.9
Semiskilled textile	11	13	18.2
Carding, lapping, combing oprs	*	*	*
Knitters, loopers, and toppers	*	*	*
Spinners, twisters, winders	*	*	*
Weavers	*	*	*
Other textile operatives	*	*	*
Semiskilled packing, inspecting	1076	1445	34.3
Checkers, examiners, etc, mfg	141	188	33.3
Graders and sorters, mfg	114	177	55.3
Meat wrappers, retail trade	180	229	27.2
Packer, wrapper, ex meat, produce	591	805	36.2
Prod grdr, packer, exc fact, farm	50	46	8.0
Other operatives, exc transport	16649	21612	29.8
Asbestos, insulation workers	82	132	61.0
Assemblers	270	413	53.0
Blasters	80	179	123.8
Bottling, canning operatives	81	96	18.5
Surveyor helpers	250	367	46.8
Clothing ironers and pressers	310	286	- 7.7
Cutting operatives, nec	376	463	23.1
Dressmakers, exc factory	506	570	12.7
Drillers, earth	644	980	52.2
Dry wall installers, lathes	103	178	72.8
Dyers	*	*	*
Filer, polisher, sander, buffer	150	146	- 2.7
Garage wrkrs, gas station atten	2696	3317	23.0
Laundry, dry cleaning oprs, nec	874	1329	52.1
Meat cutters, butchers, exc mfg	651	689	5.8
Meat cutters, butchers	309	405	31.1
Milleners	17	14	-17.7
Mine operatives, nec	1575	2164	37.4
Mixing operatives	133	154	15.8
Oilers, greasers, exc auto	335	436	30.2
Painters, mfg articles	102	179	75.5
Photographic process workers	178	292	64.0
Riveters and fasteners	13	10	-23.1
Sailors and deckhands	*	*	*
Sawyers	1584	2210	39.5
Sewers and stitchers	241	311	29.1
Shoemaking machine operatives	*	*	*
Furnace tendr, stokr exc metal	289	316	9.3
Winding operatives, nec	13	24	84.6
Misc mach operatives	2537	3157	24.4
Operatives, nec	2244	2792	24.4
Transport equipment operatives	12043	14877	23.5
Boat operators	19	18	- 5.3
Bus drivers	1547	1302	-15.8

*Less than ten

	1976 EMPLOYMENT	PROJECTED 1985 EMPLOYMENT	1976-1985 PERCENT CHANGE
Conductors and opr, urban rail	*	*	*
Delivery and route workers	2295	3072	33.9
Fork lift, tow motor operatives	802	1149	43.3
Rail vehicle operators, nec	131	296	126.0
Parking attendant	63	83	31.8
Railroad brake operators	508	779	53.4
Railroad switch operators	393	520	32.3
Taxicab drivers, chauffeurs	233	228	- 2.2
Truck drivers	6052	7430	22,8
Service workers	46793	66434	42.0
Cleaning service workers	9851	14098	43.1
Lodging quartrs cleanrs exc pr	1349	2550	89.0
Bldg interior cleaners, nec	3334	5154	54.6
Janitors and sextons	5168	6394	23.7
Food service workers	19419	27885	43.6
Bartenders	2900	4956	39.9
Waiters assistants	554	823	48.6
Cooks, exc private	5630	8364	48.6
Dishwashers	1531	2015	31.6
Food counter, fountain workers	1274	2048	60.8
Waiters	6051	8554	41.4
Food workers, nec, exc private	1479	2025	36.9
Health service workers	6364	9911	55.7
Dental assistants	397	792	99.5
Health aides, except nursing	673	1196	77.7
Health trainees	*	*	*
Lay midwives	*	*	*
Nurses aides, orderlies	3904	5649	44.7
Practical nurses	1384	2272	64.2
Personal service workers	6476	8961	38.4
Flight attendants	*	14	133.3
Atten, recreation, amusement	497	595	19.7
Atten, personal service, nec	221	296	33.9
Baggage porters and bellhops	77	40	-48.1
Barbers	577	481	-16.6
Boarding, lodging housekeepers	212	242	14.2
Bootblacks	*	*	*
Child care workers, exc private	1990	3748	88.3
Elevator operators	72	67	- 6.9
Hairdressers, cosmetologists	1715	2056	19.9
Housekeepers, exc private	518	646	24.7
School monitors	76	135	77.6
Ushers, recreation, amusement	58	61	5.2
Welfare service aides	457	580	26.9
Protective and service workers	2857	4173	46.1
Crossing guard, bridgetenders	*	*	*
Firefighters	395	542	37.2
Guards	807	1221	51.3
Marshals and constables	28	25	-10.7
Police and detectives	1158	1766	52.5
Sheriffs and bailiffs	463	612	32.2
Private household workers	1826	1406	-77.0
Child care workers	1297	1007	-22.4
Cooks, private	*	*	*
Housekeepers, private	170	109	-35.9
Private household workers	1826	1406	-77.0
Launderers, private household	10	4	-60.0
Pri household cleaners, servants	340	278	-18.0

*Less than ten

	1976 EMPLOYMENT	PROJECTED 1985 EMPLOYMENT	1976-1985 PERCENT CHANGE
Laborers, except farm	15593	20093	28.9
Animal caretakers, exc farm	490	611	24.7
Carpenters, helpers	566	683	20.7
Constr labr, exc carpenter help	2430	3439	41.5
Fishers, hunters and trappers	*	*	*
Freight, material handlers	2755	3543	28.6
Garbage collectors	345	635	84.1
Gardenrs, groundkeepr, exc farm	1136	1545	36.0
Longshore workers, stevedores	14	51	264.3
Timbercutting, logging workers	939	943	0.4
Stock handlers	2377	3075	29.4
Teamsters	146	152	4.1
Vehicle washers, equip cleaners	567	908	60.1
Warehouse laborers, nec	869	953	9.7
Other laborers	2952	3551	20.3
Farmers and farm workers	32125	32098	- 0.1
Farmers and farm managers	18224	19667	7.9
Farmers (owners and tenants)	17364	17652	1.7
Farm managers	860	2015	134.3
Farm laborers, farm supervisors	13901	12431	-10.6
Farm labor supervisors	595	757	27.2
Farm laborers, wage wrkrs	12042	10020	-16.8
Farm laborers, unpaid family	1241	1626	31.0
Farm laborers, self-empl	23	28	21.7

*Less than ten

Services - ESP - 5 year Project
Outlook 80 - UofM
1980-85-Projections
OPI Data

OCCUPATIONAL DEMAND AND SUPPLY **

OE CODE	National Labor - Supply Stats. OCCUPATION	1981 AVERAGE EMPLOYMENT	AVERAGE ANNUAL JOB OPENINGS	1981 VOC ED SECONDARY ENROLLMENT	1981 VOC ED POSTSECONDARY ENROLLMENT	AVAILABLE FOR WORK SECONDARY	AVAILABLE FOR WORK POSTSECONDARY	TOTAL AVAILABLE	AVG. AVAIL. FROM OTHER SERVICES
	AGRICULTURE								
01.0100	Ag. Production	32070	1590	3654	18	857	10	867	47
01.0200	Ag. Supplies & Service	260	0	---	---	---	---	---	12
01.0300	Ag. Mechanics	1340	80	310	33	145	28	173	25
01.0500	Ornamental Hort.	1540	150	---	---	---	---	---	0
01.0700	Forestry	2240	40	98	53	47	37	84	46
01.9900	Other	610	30	---	---	---	---	---	50
	DISTRIBUTIVE								
04.0100	Advertising	2060	120	---	---	---	---	---	0
04.0200	Apparrel	N/A	N/A	---	---	---	---	---	0
* 04.0400	Finance & Credit	3750	250	---	---	---	---	---	1
04.0600	Food Distributing	3140	130	---	---	---	---	---	7
04.0700	Food Services	3570	210	---	---	---	---	---	54
04.0800	General Merchandising	8930	520	1459	176	375	92	467	12
04.1100	Hotel & Lodging	11040	750	---	---	---	---	---	29
04.1500	Personal Service	2790	160	---	---	---	---	---	7
	HEALTH								
07.0101	Dental Asst.	900	70	---	45	---	33	33	0
07.0102	Dental Hygienist	70	10	---	---	---	---	---	1
07.0203	Medical Lab Aide	1440	70	---	---	---	---	---	0
* 07.0301	Nurse Assoc. Degree	4200	270	---	---	---	---	---	65
* 07.0302	Practical Nurse	2270	180	---	340	---	172	172	50
* 07.0303	Nurse Asst.	5650	370	38	53	10	53	63	155
07.0305	Surgical Tech.	N/A	N/A	---	18	---	15	15	0
* 07.0402	Physical Ther. Aide	10	0	---	---	---	---	---	0
07.0903	Inhalation Ther.	880	60	---	36	---	20	20	0
07.0904	Medical Asst.	1200	90	---	---	---	---	---	0
* 07.0907	Med. Emerg. Tech.	N/A	N/A	---	---	---	---	---	15
07.9900	Other	N/A	N/A	15	---	5	---	5	0
	WAGE EARNING HOME EC.								
* 09.0201	Care & Guidance/Children	3170	400	151	---	88	---	88	0
09.0202	Clothing Mgmt.	760	60	11	---	5	---	5	0
09.0203	Food Mgmt.	650	40	183	79	105	52	157	25
09.0299	Other	N/A	N/A	127	---	80	---	80	0

Occupational Demand & Supply (cont.)

OE CODE	OCCUPATION	1981 AVERAGE EMPLOYMENT	AVERAGE ANNUAL JOB OPENINGS	1981 VOC ED SECONDARY ENROLLMENT	1981 VOC ED POSTSECONDARY ENROLLMENT	AVAILABLE FOR WORK SECONDARY	AVAILABLE FOR WORK POSTSECONDARY	TOTAL AVAILABLE	AVG. AVAIL. FROM OTHER SERVICES
	OFFICE OCCUPATIONS								
* 14.0100	Accounting	11300	640	---	266	---	142	142	92
14.0201	Data Processing	990	30	---	229	---	140	140	47
* 14.0300	Office Clerk	9290	650	686	64	429	44	473	345
* 14.0700	Secretarial/Steno/Related	14830	1000	402	1027	268	610	878	170
14.0900	Typing	3020	140	---	---	---	---	---	6
14.9900	Other	N/A	N/A	128	---	82	---	82	2
* 14.0203	Programmers	N/A	N/A	---	118	---	95	95	---
14.0600	Ed. Asst.	N/A	N/A	---	---	---	---	---	---
	TECHNICAL								
* 16.0106	Civil Technician	N/A	N/A	---	19	---	10	10	10
16.0107	Electrical Tech.	420	10	---	56	---	30	30	4
16.0109	Electro Mech. Tech.	N/A	N/A	---	45	---	19	19	0
16.0601	Commercial Pilot	310	20	---	---	---	---	---	N/A
* 16.0699	Energy Technician	220	10	---	---	---	---	---	0
	TRADES & INDUSTRIES								
17.0100	Air Conditioning	600	40	---	72	---	37	37	0
17.0200	Appliance Repair	870	60	---	---	---	---	---	11
17.0301	Body & Fender	1000	50	---	110	---	60	60	68
* 17.0302	Mechanics - Auto	6290	280	1230	244	465	189	654	130
17.0400	Air Frame Power Plant	180	10	---	76	---	39	39	3
17.0700	Commercial Art	760	40	---	---	---	---	---	0
17.0900	Photography	360	20	---	---	---	---	---	0
* 17.1001	Carpentry	8770	500	692	59	261	27	288	207
* 17.1002	Electricity	2980	170	---	---	---	---	---	120
* 17.1003	Hvy. Equip. Oper. Mtn.	6580	370	---	59	---	56	56	0
17.1200	Diesel Mech.	580	20	---	144	---	93	93	19
17.1300	Drafting	1010	50	783	75	161	34	195	4
17.1500	Electronics	550	20	353	30	59	30	89	10
17.1900	Graphic Arts	740	20	128	---	39	---	39	2
17.2102	Watch Repair Related	140	10	---	17	---	10	10	0
17.2302	Machine Shop	980	50	31	40	20	35	55	15
* 17.2206	Welding & Cutting	2440	130	576	752	100	172	272	112
* 17.2700	Plastics	N/A	N/A	---	---	---	---	---	0

OCCUPATIONAL DEMAND & SUPPLY (CONT.)

OE CODE	OCCUPATION	1981 AVERAGE EMPLOYMENT	AVERAGE ANNUAL JOB OPENINGS	1981 VOC ED SECONDARY ENROLLMENT	1981 VOC ED POSTSECONDARY ENROLLMENT	AVAILABLE FOR WORK SECONDARY	AVAILABLE FOR WORK POSTSECONDARY	TOTAL AVAILABLE	AVG. AVAIL. FROM OTHER SERVICES
17.2900	Quantity Food Occupations	23300	1480	---	---	---	---	---	0
17.3130	Small Engines	N/A	N/A	307	46	31	30	61	6
17.9900	Other	N/A	N/A	732	12	212	12	224	0
17.0108	Industrial Electronics	N/A	N/A	---	83	---	37	37	0
	OTHER CODES								
99.0000	Industrial Arts	N/A	N/A	4758	---	466	---	466	N/A

* Areas that appear to have good future employment opportunities, some may be considered for new and emerging occupations. Based on five year occupational outlook 1980-1985. Source: Employment Security Division, Montana Office of Public Instruction.

** Please note that when the Montana Occupational Information System becomes operational early in Fiscal Year 1983, it will completely replace this table. The OIS is an automated system of reporting occupational supply and demand that uses current data and matches occupational needs to training programs from all sources through an occupational clustering method. The OIS will provide a complete and detailed report on Montana Occupational supply and demand.

EMPLOYMENT and LABOR FORCE (in thousands)

	1978	1981	Inc/Dec.
Civilian Labor Force	370.0	381.0	11.0
Employment	348.0	355.0	7.0
Agricultural Employment	33.0	30.6	(2.4)
Unemployment	22.0	26.0	4.0
Non-Farm Wage and Salary Jobs	280.4	285.2	4.8
Female Non-Farm Wage and Salary Jobs	120.6	130.3	9.7
Manufacturing	26.3	23.5	(2.8)
Durable Goods	17.4	14.5	(2.9)
Lumber & Wood Products	10.7	9.1	(1.6)
Primary Metals	3.2	2.1	(1.1)
Other	3.5	3.4	(.1)
Non-Durable Goods	8.9	9.0	(.1)
Food Products	4.0	3.8	(.2)
Printing and Publishing	2.3	2.3	--
Petroleum and Coal	1.1	1.1	--
Other	1.5	1.8	.3
Mining	7.0	11.5	4.5
Metal	2.0	2.3	.3
Coal, Quarrying	2.1	2.3	.2
Oil and Gas	2.9	6.9	4.0
Contract Construction	16.7	13.4	(3.3)
General Building	5.8	3.8	(2.0)
Heavy Construction	4.7	4.4	(.3)
Special Trades	6.2	5.1	(1.1)
Transportation & Public Utilities	21.7	22.7	1.0
Railroad	6.8	6.0	(.8)
Transportation	6.7	7.2	.5
Electric, Gas, Sanitation	8.2	9.6	1.4
Wholesale & Retail Trade	72.2	73.7	1.5
Wholesale	16.5	18.2	1.7
Retail	55.7	55.5	(.2)
General Merchandise	8.5	8.5	--
Food Stores	7.6	8.1	.5
Automobile Dealers & Service Stations	8.9	7.5	(1.4)
Food Services	19.9	20.8	.9
Other	10.8	10.7	(.1)
Finance, Insurance & Real Estate	12.2	12.9	.7
Services	52.6	56.7	4.1
Hotel, Motel, etc.	6.6	7.4	.8
Personal	2.6	2.6	--
Medical	17.2	19.3	2.1
Other	26.2	27.4	1.2

Government	71.7	70.7	(1.0)
Federal	13.6	13.7	.1
Colleges & Universities	8.6	8.4	(.2)
Other State Government	11.1	10.3	(.8)
Local Education	23.8	23.1	(.7)
Other Local Government	14.6	15.1	.5

SECTION H

FUND ALLOCATION TABLES

FIVE YEAR SECONDARY SUMMARY 1983-1987
COSTS

	Inst. 1983	Equip. 1983	Inst. 1984	Equip. 1984	Inst. 1985	Equip. 1985	Inst. 1986	Equip. 1986	Inst. 1987	Equip. 1987	Prog	Enroll	Instr. Cost	Equip. Cost	TOTAL Cost
Absarokee		INCOMPLETE DATA													
Anaconda	208,789	46,855	233,072	52,402	265,216	58,558	291,730	63,772	320,898	70,199	8/yr	3,166	1,319,705	291,786	1,611,491
Arlee	72,000	14,200	79,200	14,200	87,120	15,620	95,832	15,620	105,415	17,182	4/yr	1,145	439,567	76,822	516,389
Augusta HS		NO DATA AVAILABLE													
Bainville	18,500	1,600	20,000	1,700	21,000	1,800	22,200	1,900	23,500	2,000	1/yr	115	105,200	9,000	114,200
Baker HS		NO DATA AVAILABLE													
Beaverhead	52,582	10,450	56,647	10,900	61,175	10,950	66,069	11,600	69,800	12,600	3/yr	951	306,273	56,500	362,773
Belfry	20,000	6,000	21,000	7,000	22,000	8,000	23,000	9,000	24,000	10,000	1/yr	96	110,000	40,000	150,000
Belgrade	78,371	40,031	86,965	29,207	98,365	31,372	106,477	34,186	118,672	47,957	3/yr	2,080	488,849	172,753	661,602
Belt	57,000	11,000	61,500	7,700	65,500	8,500	69,000	6,600	72,500	6,200	3/yr	680	325,500	40,000	365,500
Bigfork HS		NO DATA AVAILABLE													
Big Sandy	57,315	5,200	62,020	5,460	67,040	5,725	72,405	6,015	78,195	6,315	3/yr	728	336,975	28,715	365,690
Blue Sky	29,520	3,000	32,472	3,090	35,719	3,185	39,291	3,286	45,220	3,939	2/yr	226	180,222	16,500	196,722
Box Elder	44,000	7,100	46,000	7,900	49,000	8,700	52,000	9,000	55,000	9,800	3/yr	540	246,000	42,500	288,500
Bozeman HS	240,628	54,365	264,711	62,453	291,170	69,290	320,109	73,256	353,316	79,487	5/yr	3,785	1,468,934	338,851	1,807,785
Belgrade HS		INCOMPLETE DATA													
Broadview HS	11,844	1,650	15,500	2,000	14,330	1,795	18,756	2,195	19,536	1,950	2/yr	139	79,966	9,590	89,556
Brdwtr Co. HS		NO DATA AVAILABLE													
Browning		NO DATA AVAILABLE													
Butte	260,896	65,300	282,400	72,500	304,400	80,300	327,400	88,100	352,400	94,800	4/yr	5,930	1,527,496	401,000	1,928,496
Car. Ed Ct-Blgs	565,500	159,004	689,300	161,525	760,600	176,010	856,400	191,820	934,400	215,075	7/yr	6,708	3,806,600	903,434	4,710,034
Carter Co. HS		NO DATA AVAILABLE													
Cascade	89,500	34,700	89,390	26,620	98,849	29,400	108,793	31,200	126,343	35,900	3/yr	1,197	512,875	157,820	670,695
Ctrvle-Snd Cle	49,500	5,450	54,250	6,150	59,300	7,200	65,500	8,100	72,500	9,250	3/yr	958	301,050	36,150	337,200
Charlo	110,453	23,177	119,128	23,725	127,725	23,722	138,113	23,402	149,163	24,591	3/yr	1,816	644,742	118,617	763,359
Chinook	70,913	16,300	77,500	17,400	83,500	18,150	90,000	18,550	96,500	19,150	3/yr	1,390	418,413	89,550	507,963
Choteau		INCOMPLETE DATA													
Clyde Park	46,455	11,672	51,100	12,840	56,210	14,122	61,831	15,534	68,014	17,087	3/yr	622	294,670	71,255	354,865
Colstrip	167,400	59,450	184,140	65,395	202,554	71,934	222,809	79,129	245,089	87,042	5/yr	2,726	1,021,992	362,950	1,384,942
Columbia Falls	101,500	37,800	101,500	37,800	101,500	37,800	101,500	37,800	101,500	37,800	4/yr	5,005	507,500	189,000	696,500
Columbus		INCOMPLETE DATA													
Conrad	81,800	7,350	90,150	8,565	97,300	9,630	105,550	10,930	114,500	12,250	4/yr	1,793	489,300	49,725	539,025
Corvallis	24,500	11,424	30,230	9,464	29,813	4,849	30,561	3,300	32,089	3,300	2/yr	88	147,193	32,337	179,530
Culbertson	61,397	7,450	62,960	7,850	65,200	7,950	66,725	8,500	68,900	8,700	3/yr	454	325,182	40,450	365,632
Custer		INCOMPLETE DATA													
Custer Co. HS	94,455	24,400	99,854	24,500	106,458	25,825	111,162	26,750	118,071	28,700	19/yr	2,915	530,000	130,175	660,175
Cut Bank HS	79,887	21,900	81,826	22,000	83,844	23,200	85,810	22,700	87,776	23,300	4/yr	1,200	419,143	113,100	532,243
Dawson Co. HS	138,800	34,500	149,700	36,500	161,410	43,000	171,600	43,000	184,200	47,000	5/yr	2,603	805,700	204,000	1,009,700

	Inst. 1983	Equip.	Inst. 1984	Equip.	Inst. 1985	Equip.	Inst. 1986	Equip.	Inst. 1987	Equip.	Prog	Enroll	Instr Cost	Equip. Cost	TOTAL Cost
Deer Lodge HS		NO DATA AVAILABLE													
Denton HS		NO DATA AVAILABLE													
Dutton	23,800	2,400	25,500	2,900	27,200	2,800	29,000	3,500	30,000	3,800	1/yr	133	135,500	15,500	150,900
Fairfield	46,650	7,400	50,415	6,900	55,480	7,100	61,020	8,800	67,120	7,600	4/yr	640	280,685	37,800	318,485
Fairview	81,500	18,000	89,900	19,000	92,800	19,200	97,200	19,500	104,500	20,500	4/yr	338	465,900	96,200	562,100
Fergus HS-Lewis		NO DATA AVAILABLE													
Flathead HS-Kal		NO DATA AVAILABLE													
Florence Carlton	54,000	9,400	55,900	10,650	58,800	7,850	60,700	5,600	59,700	6,450	3/yr	1,289	289,100	39,950	329,050
Forsyth	72,420	39,829	80,425	43,805	88,471	48,170	97,324	52,987	107,301	58,330	3/yr	1,064	445,941	243,121	689,062
Fort Benton HS	41,430	4,900	44,740	5,200	48,280	5,500	52,150	5,800	56,300	6,100	3/yr	190	242,900	27,500	270,400
Fromberg	43,818	18,504	48,201	20,430	53,019	22,472	58,322	24,718	64,154	27,191	4/yr	677	267,514	113,385	380,899
Grfld Co HS-Jor		INCOMPLETE DATA													
Glasgow HS		NO DATA AVAILABLE													
Gt. Falls-CMR	788,608	85,772	799,351	94,563	891,931	107,800	953,531	107,950	1,018,578	103,859	5/yr	16,776	4,371,999	499,944	4,871,943
Hamilton	122,500	21,300	134,000	22,000	146,000	25,000	158,000	27,500	170,000	30,000	4/yr	2,030	730,500	125,800	856,300
Hardin	92,300	23,075	92,300	23,075	92,300	23,075	92,300	23,075	92,300	23,075	5/yr	2,192	461,500	115,375	576,875
Harlem HS	37,210	11,600	40,180	12,360	43,400	13,180	46,870	14,060	50,620	15,000	2/yr	625	218,280	66,200	284,480
Havre HS		INCOMPLETE DATA													
Hardin Co HS-Har	78,200	10,500	84,200	12,500	90,200	12,500	96,200	12,500	102,200	12,500	3/yr	650	451,000	60,500	511,500
Helmdale	33,000	17,000	35,000	18,050	37,100	19,150	39,300	20,350	41,600	21,600	2/yr	246	185,900	96,150	282,050
Hill & Cap HS		INCOMPLETE DATA													
Hobson HS		INCOMPLETE DATA													
Hot Springs		INCOMPLETE DATA													
Huntly Pr HS-Wor	97,548	35,376	105,351	30,400	113,780	25,400	122,882	27,600	132,713	30,200	4/yr	1,224	572,274	148,976	721,250
Jfrsn-Boulder	2,800	2,900	2,800	3,000	2,700	3,100	3,100	2,500	3,300	2,800	2/yr	524	14,700	14,300	29,000
Joliet	29,958	7,300	32,953	5,820	36,249	8,405	39,874	7,000	43,861	7,720	2/yr	745	182,895	36,245	219,140
Jop-Inver HS		NO DATA AVAILABLE													
Judith Gap	15,750	1,975	16,325	1,925	17,141	1,900	17,998	1,975	18,898	2,025	1/yr	89	86,112	9,800	95,912
Laurel HS	153,334	42,800	161,555	49,600	168,000	57,100	184,600	65,400	202,100	72,700	4/yr	2,713	844,809	287,100	1,131,909
Lavina HS		INCOMPLETE DATA													
Libby HS	82,401	26,700	87,100	28,050	92,700	29,350	96,300	30,550	102,400	32,050	5/yr	1,864	460,500	146,700	607,200
Linc Co HS-Eur	67,247	13,335	68,100	14,100	69,200	14,200	73,000	16,200	75,000	16,200	4/yr	1,520	352,547	74,035	426,582
Malta HS	74,811	19,500	77,500	18,500	80,000	19,500	83,000	21,500	85,000	22,500	3/yr	1,492	399,500	98,500	498,000
Manhattan HS	37,500	5,700	42,264	6,191	45,204	6,844	48,250	7,227	51,480	7,688	2/yr	923	226,698	33,650	260,348
Medicine Lk HS		NO DATA AVAILABLE													
Melstone HS		NO DATA AVAILABLE													
Missn HS-St Igr	46,000	8,500	49,800	5,900	52,000	7,500	54,400	7,800	56,800	9,100	3/yr	643	259,600	36,800	296,400
Missoula	748,594	106,337	777,625	123,872	816,505	130,720	857,330	142,483	900,196	145,455	7/yr	14,873	4,092,250	648,867	4,741,117
Moore HS		NO DATA AVAILABLE													
Nashua		INCOMPLETE DATA													

	Inst.	Equip.	Inst.	Equip.	Inst.	Equip	Inst.	Equip.	Inst.	Equip			Instr.	Equip.	TOTAL
	1983		1984		1985		1986		1987		Prog	Enroll	Cost	Cost	Cost
Opheim HS	18,000	9,000	19,500	10,500	21,000	12,000	22,500	13,500	24,000	15,000	3/yr	577	105,000	60,000	165,00
Park City HS		INCOMPLETE DATA													
Pk Co HS-Living		INCOMPLETE DATA													
Plentywood HS	85,524	13,000	87,100	14,000	96,150	14,000	105,600	14,000	116,300	14,000	5/yr	1,611	490,674	69,000	559,674
Plevna	25,490	850	28,510	950	31,900	1,050	35,710	1,150	39,990	1,250	2/yr	159	161,600	5,250	166,850
Polson HS	124,000	25,000	135,200	14,400	143,200	17,400	149,000	13,350	153,350	17,400	6/yr	2,512	704,750	87,550	792,300
Pr Riv HS	35,000	9,200	37,150	9,100	42,300	10,400	51,350	11,500	54,300	12,500	2/yr	858	220,100	52,700	272,800
Rapelje	47,321	4,500	52,051	4,500	57,255	4,500	63,429	4,500	65,768	4,500	3/yr	275	288,824	22,500	311,324
Red Lodge HS	44,710	5,500	49,385	5,500	54,080	5,500	59,530	5,800	65,460	6,000	4/yr	418	273,165	28,300	301,465
Ronan HS	140,994	44,675	152,274	39,262	171,329	44,727	184,413	49,200	207,308	54,120	4/yr	4,887	856,318	231,984	1,088,302
Rosebud HS		INCOMPLETE DATA													
Roundup	42,116	3,775	46,258	3,775	48,570	3,775	50,938	3,775	53,547	3,775	4/yr	606	241,429	18,875	260,304
Saco HS		NO DATA AVAILABLE													
Scobey HS	78,000	2,500	86,000	1,000	94,000	2,500	102,000	2,500	111,000	1,500	4/yr	555	471,000	10,000	481,000
Shelby HS		NO DATA AVAILABLE													
Shepherd	67,000	11,500	76,500	13,700	87,250	17,400	97,750	22,000	104,750	23,500	4/yr	1,703	433,250	88,100	521,350
Sheridan	47,500	6,740	51,500	7,550	55,500	8,300	60,000	8,950	64,500	9,700	3/yr	558	279,000	41,240	320,240
Sidney HS	139,624	20,543	174,684	45,769	196,582	25,648	215,187	40,991	229,606	24,674	6/yr	4,423	955,683	157,625	1,113,308
Simms	75,000	16,000	78,000	17,250	76,000	20,700	76,000	21,200	30,000	26,650	3/yr	1,787	385,000	101,800	486,800
Stevensville HS		NO DATA AVAILABLE													
Sunburst	52,455	8,678	58,738	9,718	65,797	10,882	73,691	12,185	82,532	13,645	3/yr	226	333,213	55,108	388,321
Sweet Grs Co HS	69,700	18,862	73,700	20,184	77,900	21,602	97,000	23,386	102,000	25,516	4/yr	1,559	420,300	109,550	529,850
Three Forks	34,000	11,000	37,000	10,500	40,000	10,500	43,000	10,500	47,000	11,000	2/yr	850	201,000	53,500	254,500
Troy HS	64,600	18,500	69,500	17,000	74,500	18,000	78,600	18,900	85,000	19,900	3/yr	525	372,200	92,300	464,500
Turner	23,324	6,013	25,656	6,615	28,221	7,276	31,044	7,704	34,148	8,804	1/yr	143	142,393	36,412	178,805
Twin Bridges HS	39,000	5,350	42,000	5,650	25,000	5,950	49,000	6,250	51,000	6,550	2/yr	455	206,000	29,750	235,750
Victor HS	60,940	4,250	67,010	4,525	71,010	4,832	74,610	5,175	77,810	5,550	4/yr	1,096	351,380	24,232	375,612
Westby	38,000	5,500	40,000	5,700	42,000	5,900	44,000	6,100	46,000	6,300	2/yr	320	210,000	29,500	239,500
Whitefish HS	140,800	45,396	154,800	42,587	168,400	38,964	179,000	42,266	193,500	46,053	4/yr	3,621	836,500	216,266	1,052,766
Whitehall HS		NO DATA AVAILABLE													
White Sulphur		INCOMPLETE DATA													
Wibaux	55,000	7,500	55,000	7,500	55,000	7,500	55,000	7,500	55,000	7,500	3/yr	897	275,000	37,500	312,500
Winifred	12,870	1,500	13,870	2,000	14,000	2,500	15,000	2,700	16,000	2,800	1/yr	105	71,740	9,000	80,740
Wolf Point	110,500	41,000	119,500	41,000	128,500	41,000	137,500	41,000	146,500	41,000		2,431	642,500	205,000	847,500

FIVE YEAR SECONDARY SUMMARY 1983-1987
PROGRAMS

	LEVEL 01 SEC	02 ADULT	03 SDIS	04 HDI	05 COOP	06 SUP SERV	07 RES	08 EXEMP	09 CUR DEV	10 VOC GUID	11 PROF DEV	12 SEX EQ
Absarokee	9-12		BO/CH/AG	(same)		(same)			(same)	(same)	(same)	
Anaconda	9-12											01-02
Arlee	9-12											
Augusta HS			NO DATA AVAILABLE									
Bainville	9-12					AG			AG	AG	AG	AG
Baker HS			NO DATA AVAILABLE									
Beaverhead	9-12		AG	AG	AG	AG			CH/AG	AG	BO/AG	
Belfry	9-12											
Belgrade	9-12		BO/CH/AG	BO/CH/AG					BO/CH/Ag/IA	(same)	(same)	(same)
Belt	9-12											
Bigfork HS			NO DATA AVAILABLE									
Big Sandy	9-12		BO/CH/AG	BO/CH/AG	BO		BO/CH/AG	(same)	(same)	(same)	(same)	BO/CH/Ag
Blue Sky	9-12		CH/TI/IA	(same)			(same)		(same)	(same)	(same)	CH/TI/IA
Box Elder	9-12											
Bozeman HS	10-12		CH/IA	CH/TI/IA	DE/BO	CH/IA		CH		DE/CH/HE/WE TI/IA		DE/CH/HE/WE TI/IA
Bridger HS	9-12											
Broadview	9-12											
Broadwater Co. HS			NO DATA AVAILABLE									
Browning			NO DATA AVAILABLE									
Butte	10-12		CH/IA/BO/TI	(same)					(same)	(same)	(same)	(same)
Career Ed Cnt (Billings)	10-12				AG/DE/CH/BO/ TI/IA					(same)		(same)
Carter Co. HS			NO DATA AVAILABLE									
Cascade	9-12		BO/CH/AG	BO/CH/AG	BO	BO/CH/AG	Ag	BO	BO/CH/AG	(same)	(same)	(same)
Centerville (Sand Cle)	7-12											
Charlo	9-12											
Chinook	9-12		AG/CH/BO	AG/CH/BO	AG/BO				AG	AG/CH/BO		
Choteau	9-12											
Clyde Park	9-12		AG/CH/BO			AG/CH/BO						
Colstrip	9-12								AG/IA/CH/BO	(same)		(same)
Columbia Falls			NO DATA AVAILABLE									
Columbus	9-12	AG										
Conrad	9-12		BO/CH/AG/IA	(same)		(same)		IA	BO/CH/AG/IA	(same)	(same)	(same)
Corvallis	9-12											
Culbertson	9-12											
Custer	9-12								BO/AG	BO/AG	BO/AG	BO/AG
Custer Co. HS	9-12											

	LEVEL 01 SEC	02 ADULT	03 OIS	04 HDI	05 COOP	06 SUP SERV	07 RES	08 EXEMP	09 CUR DEV	10 VOC GUID	11 PROF DEV	12 SEX EQ
Cut Bank HS	9-12		CH/IA/HE/ WE/BO/TI	(same)		(same)		(same)	(same)	(same)	(same)	(same)
Dawson Co. HS	9-12			DE/CH/BO/ TI/PRE/IA	DE	DE/CH/BO TI/PRE/IA			BO/PRE			PRE/1A
Deer Lodge HS			NO DATA AVAILABLE									
Denton HS			NO DATA AVAILABLE									
Dutton	9-12			AG						AG		
Fairfield			NO DATA AVAILABLE									
Fergus HS (Lewistown)			NO DATA AVAILABLE									
Flathead HS (Kalispell)			NO DATA AVAILABLE									
Florence Carlton			NO DATA AVAILABLE									
Forsyth	9-12				AG/CH/BO			(same)	(same)	(same)		
Fort Benton HS	9-12		CH/BO/TI	(same)					(same)	(same)		
Fromberg	7-12	AG/BO								AG/IA/BO/CH		AG/IA/BO/CH
Garfield Co. HS (Jordan)	9-12											
Glasgow HS			NO DATA AVAILABLE									
Great Falls (Russell)	10-12		DE/TI/CH IA/BO	(same)	DE/TI/CH/BO							
Hamilton	9-12											
Hardin	9-12	BO/TI IA	BO/IA	CH/BO/IA	DE/BO				AG/BO/DE/TI CH/IA			
Harlem HS	9-12		AG/CH	AG/CH								
Havre HS	9-12		DE/BO	DE/BO/TI/ PRE	DE/HE/WE/ BO/TI				CH/HE/WE/ TI/PRE	PRE/TI	CH/HE/WE	
Harlowton HS	9-12		AG/CH/BO	(same)						(same)		(same)
Hinsdale	9-12											
Helena & Capital HS	9-12				DE/BO							
Hobson HS	9-12											
Hot Springs	9-12		CH/TI/HE/ IA/BO	CH/HE/TI/IA					CH/TI/HE/ IA/BO	CH/IA/BO/TI		
Huntley Proj HS (Worden)	9-12		AG/CH/BO/IA	(same)		(same)			(same)	(same)	(same)	(same)
Jefferson (Boulder)	9-12											
Joliet	9-12								AG/BO/IA			
Joplin-Inverness HS			NO DATA AVAILABLE									
Judith Gap	9-12			BO	BO			AG/CH/BO	AG/CH/BO	AG/CH/BO	AG/CH/BO	AG/CH
Laurel HS	9-12											
Lavina HS	9-12								CH/HE/WE/ BO/PRE	CH/BO		
Libby HS	9-12				DE/BO							
Lincoln Co. HS (Eureka)	9-12											

	LEVEL 01 SEC	02 ADULT	03 OIS	04 HDI	05 COOP	06 SUP SERV	07 RES	08 EXEMP	09 CUR DEV	10 VOC GUID	11 PROF DEV	12 SEX EQ
Malta HS	9-12			CH/BO		AG/CH			AG/CH/BO	(same)	(same)	(same)
Manhattan HS	9-12											
Medicine Lake HS			NO DATA AVAILABLE									
Melstone HS			NO DATA AVAILABLE									
Mission HS (St. Ign)	9-12		PRE	PRE	TI/IA	TI/PRE/IA			(same)	(same)	(same)	(same)
Missoula	10-12	HLTH BO/TI			DE/HE/BO							
Moore HS			NO DATA AVAILABLE									
Nashua	9-12				HE/WE/BO/IA	(same)			(same)	(same)	(same)	
Opheim HS	9-12									AG/CH/BO	(same)	(same)
Park City HS	9-12											
Park Co. HS (Livingston)	9-12		TI/IA	AG/CH/BO/ TI/IA	AG/DE/HO/ BO	BO	BO	BO	BO/CH/IA	BO/TI/IA	BO/TI/IA	AG/BO/IA/ TI
Plentywood HS	9-12		AG/BO/DE/ CH/IA	(same)	DE		AG/DE/BO CH/IA		(same)	(same)		
Plevna	9-12									AG/BO	AG/BO	AG/BO
Polson HS	9-12		AG/CH/BO/ HE/WE/TI/IA	AG/CH/IA		AG/CH/HE/ WE/BO/TI/IA			(same)	(same)	(same)	
Powder River HS	9-12			IA					BO	BO/PRE		
Rapelje	7-12								CH/BO/IA	(same)		(same)
Red Lodge HS	9-12		AG/CH/BO/ TI/IA	(same)						(same)	(same)	(same)
Ronan HS	9-12		AG/CH/BO/ IA/TI	(same)		(same)			(same)	(same)	(same)	(same)
Rosebud HS	9-12											
Roundup	9-12		AG/TI/CH/BO	(same)	BO/TI	AG/TI/CH/BO				(same)		
Saco HS			NO DATA AVAILABLE									
Scobey HS	9-12			CH/BO	AG				AG/CH/BO/IA	(same)		
Shelby HS			NO DATA AVAILABLE									
Shepherd	9-12											
Sheridan			NO DATA AVAILABLE									
Sidney HS	9-12		AG/CH/BO/ TI/IA	(same)	AG/BO	TI	AG	AG	AG/BO/CH/ TI/IA	(same)	(same)	(same)
Simms	9-12								AG/CH/BO	AG/CH/BO	BO	
Stevensville HS			NO DATA AVAILABLE									
Sunburst	9-12											
Sweet Grass Co. HS	9-12		AG/CH/IA/BO	(same)		(same)	(same)			(same)	(same)	
Three Forks	9-12											
Troy HS	9-12											
Turner	9-12											

	LEVEL 01 SEC	02 ADULT	03 OIS	04 HDI	05 COOP	06 SUP SERV	07 RES	08 EXEMP	09 CUR DEV	10 VOC GUID	11 PROF DEV	12 SEX EQ
Twin Bridges HS	9-12		AG/CH/HE/WE		HE/WE				AG/CH/HE/WE	(same)	(same)	
Victor HS	9-12		CH/HE/WE/ BO/TI/IA	(same)		(same)		(same)	(same)	(same)	(same)	(same)
Westby	7-12											
Whitefish HS	9-12											
Whitehall HS			NO DATA AVAILABLE									
White Sulphur Spr.	9-12					CH/BO/IA/TI			(same)	(same)	(same)	(same)
Wibaux	7-12											
Winifred	9-12				AG						AH	AH/CH
Wolf Point			NO DATA AVAILABLE									

FIVE YEAR SECONDARY SUMMARY 1983-1987
FIVE YEAR PROGRAMS/MALE-FEMALE ENROLLMENT

	Agri.		Bus.		Distr.		Health		Cons. Home Ec		I.A.		T & I		Home Ec W.E.		ENROLLMENT TOTALS PER YEAR 1983		1984		1985		1986		1987	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Absarokee	194	10	144	153					102	135							70	55	86	60	90	60	92	64	92	64
Anaconda			146	658					49	426	491	35	1406	101			375	210	411	205	426	223	435	215	445	221
Arlee	162	98	145	200					112	158	225	45					120	93	131	102	131	102	131	102	131	102
Augusta HS	NO DATA AVAILABLE																									
Bainville	105	10															22	3	20	2	20	2	21	1	22	2
Baker HS	NO DATA AVAILABLE																									
Beaverhead	10	88					156	262									102	76	106	80	110	84	109	84	114	86
Belfry	45	51															5	11	9	10	7	8	10	10	14	12
Belgrade	631	73	202	519					218	437	No Data						183	166	187	177	202	200	227	232	252	254
Belt	133	22	62	151					105	207							70	80	67	78	60	75	52	76	51	71
Bigfork HS	NO DATA AVAILABLE																									
Big Sandy	207	22	124	187					14	174							74	74	70	74	64	74	68	79	69	82
Blue Sky									74	80			63	9			30	18	24	16	30	16	28	21	25	18
Box Elder	71	121					70	135	109	34							47	56	46	55	49	57	54	61	54	61
Bozeman HS			0	65	60	125			680	1080	615	225	1720	55			615	310	615	310	615	310	615	310	615	310
Bridger HS	200	25	100	150					110	170							82	69	82	69	82	69	82	69	82	69
Broadview			5	7					15	72			40	0			14	13	10	17	9	13	16	18	11	18
Broadwater Co. HS	NO DATA AVAILABLE																									
Browning	NO DATA AVAILABLE																									
Butte			359	985					156	979			3363	88			789	413	767	407	756	399	772	403	794	430
Career Ed Cnt (Billings)	261	25	160	980	130	115			25	835			3666	510	599	330	837	500	903	545	741	499	794	503	846	540
Carter Co. HS (Ekalaka)	NO DATA AVAILABLE																									
Cascade	480	52	222	96					96	251							148	101	117	101	127	105	137	99	153	119
Centerville (Sand Cle)			70	145					159	200	243	141					98	90	99	105	106	104	88	96	81	91
Charlo			287	613					21	133			707	87			186	113	199	166	204	173	212	174	214	175
Chinook	400	65	125	325					175	300							140	135	140	135	140	140	140	140	140	140
Choteau	216	65							145	512							68	123	76	120	80	129	76	123	75	122
Clyde Park	113	33	13	16					58	59							32	19	38	21	39	24	34	18	41	26
Colstrip	381	64	140	546					208	637			655	95			262	243	272	258	275	269	285	282	290	290
Columbia Falls	NO DATA AVAILABLE																									
Columbus	333	0	168	248					0	217							101	0	103	94	100	90	101	90	96	95
Conrad	290	38	125	378					155	239	468	100					215	132	218	155	214	158	204	156	187	154
Corvallis			8	25					27	28							15	20	20	33	NA	NA	NA	NA	NA	NA
Culbertson	155	25	28	146					14	86							37	49	35	46	40	53	43	56	42	53
Custer	119	33	75	76													35	19	37	22	48	23	34	22	39	23
Custer Co. HS	279	83	297	1028					100	500	675	35					235	306	238	308	255	357	279	339	243	355
Cut Bank HS			200	200					150	200	200	20	230	0			156	84	156	84	156	84	156	84	156	84
Dawson Co. HS			207	742	46	119			167	314	869	30	106	0			265	244	329	236	253	226	277	237	283	253

	Agri.		Bus.		Distr.		Health		Cons. Home Ec		I.A.		T & I		Home Ec W.E.		ENROLLMENT TOTALS PER YEAR 1983		1984		1985		1986		1987	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Deer Lodge HS				NO DATA AVAILABLE																						
Denton HS				NO DATA AVAILABLE																						
Dutton	106	27															22	5	19	6	23	4	24	5	18	7
Fairfield				NO DATA AVAILABLE																						
Fairview	67	4	0	48					51	66	No Data		87	5			41	21	46	22	54	27	29	22	45	31
Fergus HS (Lewistown)				NO DATA AVAILABLE																						
Flathead HS (Kalispell)				NO DATA AVAILABLE																						
Florence Carlton				NO DATA AVAILABLE																						
Forsyth	212	19	201	424					36	172							80	116	88	118	97	128	88	128	96	125
Fort Benton HS			0	40					15	50			75	10			18	20	18	20	18	20	18	20	18	20
Fromberg	104	12	106	107					52	125	109	69					73	59	73	63	68	62	68	63	72	76
Garfield Co. HS (Jordan)				INCOMPLETE DATA																						
Glasgow HS				NO DATA AVAILABLE																						
Great Falls (Russell)			1710	4325	595	680			1190	1665	970	55	5294	165	11	114	2017	1452	1908	1388	1858	1388	1989	1386	2000	1390
Hamilton			15	85					100	500	500	100	595	135			242	164	242	164	242	164	242	164	242	164
Hardin	150	35	67	295	67	295			144	268			760	110			209	147	245	214	245	214	245	214	245	214
Harlem HS	300	25							75	225							75	50	75	50	75	50	75	50	75	50
Havre HS			171	1047	187	233			520	776	610	100	188	12	178	165	350	406	359	436	368	469	378	500	399	522
Harlowton HS	181	54	104	94					76	141							73	59	69	57	71	57	73	57	75	59
Hinsdale	113	29							45	59							31	24	33	18	32	16	33	14	29	16
Helena & Capital HS			682	2336	755	1115			412	1289	1294	88	3999	361	No Data		1402	1259	1437	1044	1466	1072	1434	1045	1401	1024
Hobson HS	157	6	10	92					72	102							40	48	42	42	50	43	53	37	54	40
Hot Springs			25	59					21	43	35	15	12	0			93	117								
Huntley Proj HS (Worden)	360	27	2	65					203	401	148	18					139	98	131	93	135	109	145	98	156	113
Jefferson (Boulder)			19	89					176	240							42	70	37	65	36	62	39	66	41	66
Joliet	158	68	303	216							No Data						94	58	89	54	92	62	93	55	93	55
Joplin-Inverness HS				NO DATA AVAILABLE																						
Judith Gap	47	42															7	5	7	7	7	9	12	10	14	11
Laurel HS			420	814					232	531	298	34	341	43			233	258	216	269	257	284	236	298	284	316
Lavina HS			60	60					22	29							12	13	14	16	14	16	21	21	21	23
Libby HS			0	75	125	175			450	465			566	18			223	143	223	143	227	144	229	149	229	154
Lincoln Co. HS (Eureka)			186	395					76	196	442	37	180	8			180	125	175	125	171	124	175	122	183	134
Malta HS	315	40	205	420					152	360							127	156	130	158	135	168	140	168	140	170
Manhattan HS	450	98							129	246							110	68	112	70	117	70	120	68	120	68
Medicine Lake HS				NO DATA AVAILABLE																						
Melstone HS				NO DATA AVAILABLE																						
Mission HS (St. Ign.)											380	149	84	30			88	32	94	35	86	35	97	38	99	39
Missoula	894	159	42	708	725	471			862	4575	3965	127	1224	117	14	405	1481	1217	1508	1304	1782	1299	1570	1337	1970	1405
Moore HS				NO DATA AVAILABLE																						
Nashua				INCOMPLETE DATA																						

	Agri.		Bus.		Distr.		Health		Cons. Home Ec		I.A.		T & I		Home Ec W.E.		ENROLLMENT TOTALS PER YEAR 1983		1984		1985		1986		1987	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Opheim HS	146	5	157	128					27	114							65	49	64	48	65	48	65	51	65	51
Park City HS	114	21							98	153							35	32	37	29	43	33	46	38	51	42
Park Co. HS (Livingston)	245	95	661	1392	74	131	No Data		290	465	578	23	145	28			387	424	392	424	405	432	398	420	411	429
Plentywood HS	264	10	179	366	112	117			12	291	218	40					189	191	165	183	159	153	143	153	133	144
Plevna	72	6							6	75							15	21	16	17	18	18	14	14	15	11
Polson HS	311	32	233	476					48	442	609	49	171	35	53	53	264	218	291	202	318	208	263	227	289	232
Powder River HS			150	333							355	20					74	67	78	65	97	65	122	74	134	82
Rapelje			41	39					22	74	76	23					27	24	28	28	28	28	28	28	28	28
Red Lodge HS	65	20	No Data						38	153	56	10	62	14			38	37	44	39	43	39	47	42	49	40
Ronan HS	539	110	833	935					548	861	787	274	No Data				508	417	506	432	553	432	562	442	578	457
Rosebud HS	109	69	40	148					48	105							49	77	43	69	38	64	31	56	36	56
Roundup	72	18	2	63					31	251			168	2			56	70	56	68	54	65	53	67	53	64
Saco HS			NO DATA AVAILABLE																							
Scobey HS	50	15	50	50					100	165	100	25					60	53	60	53	60	53	60	53	60	53
Shelby HS			NO DATA AVAILABLE																							
Shepherd			134	219					267	152	622	158	127	24			180	86	179	113	226	149	216	148	251	172
Sheridan			NO DATA AVAILABLE																							
Sidney HS	240	62	0	67	33	31			320	1435	1650	259	293	33			418	311	491	339	516	366	550	383	571	394
Simms	555	92	220	320					200	400							180	152	195	165	200	165	200	165	200	165
Stevensville HS			NO DATA AVAILABLE																							
Sunburst									14	47	84	15	52	14			37	15	25	12	26	15	28	17	34	17
Sweet Grass Co. HS	223	76	67	139					91	391	369	69					128	110	134	250	148	126	162	151	178	172
Three Forks			125	250					200	275							65	105	65	105	65	105	65	105	65	105
Troy HS			18	60					25	250	No Data		145	27			33	66	38	67	39	67	39	68	39	69
Turner	103	40															25	6	25	10	20	8	16	8	17	8
Twin Bridges HS	190	25							75	165					No Data		50	35	50	35	55	40	55	40	15	40
Victor HS			180	180					215	215	200	50	No Data		28	28	123	93	124	94	125	95	127	97	124	94
Westby									10	150	140	20					30	34	30	34	30	34	30	34	30	34
Whitefish HS			315	817					267	902	855	80	370	10			350	335	368	366	368	366	368	366	368	366
Whitehall HS			NO DATA AVAILABLE																							
White Sulphur Spr.			95	210					84	166	215	34	122	24			92	67	101	80	104	92	108	94	111	101
Wibaux			195	245					49	198	200	10					94	95	90	92	90	92	85	87	85	87
Winifred	91	14							No Data								20	3	19	2	18	3	15	3	19	3
Wolf Point			NO DATA AVAILABLE																							

APPENDIX A

CERTIFICATIONS

State of Montana
Office of the Governor
Helena 59620

TED SCHWINDEN
GOVERNOR

FEB 10 1981
OF PUBLIC INSTRUCTION

February 6, 1981

Mr. Ed Argenbright
Superintendent of Public
Instruction
State Capitol
Helena, Montana 59601

Dear Superintendent Argenbright:

This letter concerns OMB Circular A-95 which provides that my office is to review and comment on state plans or applications that agencies of the state are planning to submit to federal agencies.

Since you are a constitutional, elected official of the state and since you have statutory authority to request and expend federal monies for public schools, it is my view that the clearinghouse requirement under Circular A-95 does not apply to your office. So that there may be no confusion on this point, this letter is provided to you to assure federal officials that I will not offer any comments concerning any plans or applications submitted by you for federal funds. I understand, however, that you will send to my office for information purposes only, a copy of all such plans or applications.

I trust that this letter will serve you with respect to Circular A-95. If you have any problems concerning this matter, please let me know.

Sincerely,

Ted Schwinden

TED SCHWINDEN
Governor

STATE CERTIFICATION

STATE OF MONTANA

I hereby certify:

1. That the Superintendent of Public Instruction in this state is eligible to submit the state plan for vocational education as authorized under Part A of Title I of the Vocational Education Act (20 U.S.C. 2301 et seq.);

2. That the Superintendent of Public Instruction has authority under state law to perform the functions of the state under the program;

3. That the State legally may carry out each provision of the foregoing plan;

4. That all provisions of the foregoing plan are consistent with state law;

5. That the Assistant Superintendent/State Director/Administrator for the Department of Vocational Education Services has authority under state law to receive, hold, and disburse federal funds made available under the foregoing plan;

6. That the Assistant Superintendent/State Director/Administrator for the Department of Vocational Education Services has authority to submit the foregoing plan;

7. That the Montana Office of Public Instruction has adopted and formally approved the foregoing plan:

8. That the foregoing plan is the basis for state operation and administration of the program.

Aug. 3, 1982
Date

Ed Argenbright
Superintendent of Public Instruction

CERTIFICATION BY SUPERINTENDENT

OF PUBLIC INSTRUCTION

State of Montana

I hereby certify that the attached FY 83-88 Five Year State Plan was adopted by the Superintendent of Public Instruction.

The State Plan, as submitted, is construed as a planning document rather than specific program approval for the operation and administration of the State's program established pursuant to the Vocational Education Amendments of Public Law 94-482. All information and representations contained in the Plan have been coordinated with the agencies, councils and individuals as required by law and that the final adoption has been made by the Superintendent of Public Instruction.

Aug. 3, 1982
Date

Superintendent of Public Instruction

MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Mary Thoman, Ph.D.
Executive Director

August 12, 1982

The Honorable Ed Argenbright
Superintendent
Office of Public Instruction
Vocational Services Division
Helena, MT 59620

Dear Superintendent Argenbright:

The Montana Advisory Council for Vocational Education has been actively involved in the preparation of the 1983-85 State Plan. Three members of MACVE were appointed to the State Planning Council. The required number of meetings were held and members were provided ample opportunity to provide input and comments on the upcoming Plan.

Numerous local surveys were conducted to solicit "in the field" ideas on distribution of funding. Local schools submitted five-year plans with program and fund priorities.

Occupational supply/demand reports have delayed the completion of the State Plan but the improved reporting format should enhance the Plan.

The major recommendation the Council makes is that vocational planning efforts be more systematic and make better utilization of available data. (Projections for programs should reflect results of surveys, local data on enrollments and programs, technical assistance requests, employment data, etc.)

Sincerely,

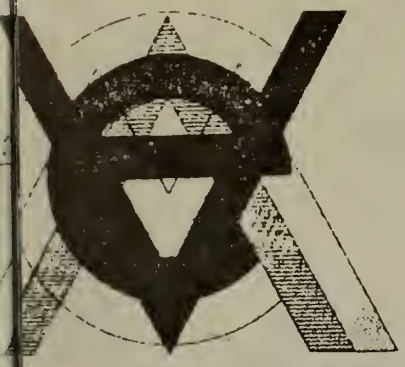
George McCallum

GEORGE MCCALLUM
Chairman

gs

George McCallum, Chairman
Dr. Jon Jourdonnais, Vice Chairman
Forrest Boles
Gester Madelon Burns
Dr. Alex Capdeville
A. R. Collins, Jr.
Laurie Ekanger
Mark Etchart
Ralph O. Godtland
Susan Gust
Nora Hanson
Elona Korsmoe
Peggy MacDonald
Dr. Virgil Poore
Dale Rawlings
James M. Schultz
Gordon H. Simmons
Jessica Stickney
Stanley Tobin
J. Melvin Williams
William J. Wohlers

[illegible] 1228 [illegible] Avenue • Helena, Montana 59620 • Phone (406) 449-2964



MONTANA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

KATHRYN M. PENROD
Executive Director

The Montana Advisory Council for Vocational Education is a citizen's group currently composed of 23 members appointed by the State Superintendent on a staggered three-year term. The members represent industry, labor, education, government, students and the general public. The Advisory Council was established in 1969 as a part of the Vocational Education Act and is an autonomous council responsible for providing citizen input into vocational education by advising and assisting the OPI Vocational Education Department.

At the present time the Council is involved in several projects to promote vocational education. Among these are public hearings, a public relations program and encouragement of more local input into state vocational planning. Local advisory committee members, teachers and administrators are encouraged to share their vocational achievements and concerns with the Council - call or write any of the Council members or the executive director for the Council, Kathryn Penrod.

1982-83 COUNCIL	CATEGORY REPRESENTING	ADDRESS
Forrest "Buck" Boles	State Manpower Services	P.O. Box 1730, Helena 59624
Alex Capdeville	Postsecondary Voc Ed	1115 N. Roberts, Helena 59601
A. R. "Ray" Collins	Vocational Guidance	1824 Patricia Lane, Billings 59102
Laurie Ekanger	CETA	Dept. of Labor, Helena 59620
Mark Etchart	General Public	514 6th Avenue North, Glasgow 59230
Ralph Godtland	Industrial/Econonic Dev.	P.O. Box 3238, Butte 59702
Susan Gust	Vocational Students	P.O. Box 1169, Big Timber 59011
Nora Hanson	Physical/Mental Handicaps	P.O. Box 321, Big Timber 59011
Jane Hedstrom	Vocational Teachers	536 11th St., Havre 59501
Robert Hokom	Community Colleges	2715 Dickinson, Miles City 59301
Jon Jourdonnais	Management	2511 6th Ave. S., Great Falls 59405
Elena Korsmoe	Women	800 2nd Ave. S. W., Great Falls 59401
Peggy MacDonald	Secondary Voc Ed	3103 Stinson Dr., Billings 59102
George McCallum	Agriculture	P.O. Box 262, Plains 59859
John Pinsker	School Boards	P.O. Box 3150, Polson 59860
J. Gregory Plese	Non-Profit Private Schools	124 Anderson Blvd., Helena 59601
Virgil R. Poore	Superintendents	101 10th St. W., Billings 59102
Keith Richardson	Labor	412 17th St. W., Billings 59102
James M. Schultz	General Public	1210 7th Ave. N., Lewistown 59457
Gordon H. Simmons	Special Needs Districts	2415 Glen Drive, Missoula 59801
Avis Ann Tobin	Management	1525 Beaverhead Rd., Helena 59601
J. Melvin Williams	Knowledge of Voc Ed	P.O. Box 245, Laurel 59044
William J. Wohlers	State Correctional Instit.	805 College Ave., Deer Lodge 59722

utive Management Bldg., 1228 11th Avenue • Helena, Montana 59620 • Phone (406) 449-2964

CERTIFICATION BY SUPERINTENDENT OF PUBLIC INSTRUCTION

OF INVOLVEMENT OF DESIGNATED AGENCIES

The Superintendent of Public Instruction certifies that representatives required in Section 107(a)(1)of Public Law 94-482 have been afforded opportunity for involvement in formulation of the FY 83-88 Five Year State Plan.

Four meetings were held as follows:

Date	Location
March 31, 1982	Helena, Montana
April 28, 1982	Helena, Montana
May 26, 1982	Helena, Montana
June 16, 1982	Helena, Montana

Aug. 3, 1982
Date

Superintendent of Public Instruction

Certification of State Planning Committee

for Vocational Education

State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we convened at four meetings during the development of the 1983-1988 Five Year State Plan for Vocational Education in Montana and actively participated in said Plan and the 1981 Accountability Report.

Signature	Representing	Date
Peggy Macdonald	SACVE	June 16/82
[illegible]	SACVE	6/16/82
[illegible]	SACVE	8/11/82
Albert K. Collins	SACVE	8/11/82

Certification of State Planning Council

for Vocational Education

State of Montana

We certify that as representatives of the agencies, councils and individuals specified in Section 107(a)(1) of Public Law 94-482, we convened at four meetings during the development of the 1983-1988 Five Year State Plan for Vocational Education in Montana and actively participated in said Plan and the 1981 Accountability Report.

Signature	Representing	Date
Robert Hokom	Community Colleges	6/16/82
[illegible]	MACVE	6/16/82
W. R. Anderson	MASA	6/16/82
Virlene E. Kelleton	Montana Vocational Association	6/16/82
Susan Inman	Vocational Technical Ctrs.	6/16/82
[illegible]	(CHRUN) MSBA	8/11/82

CERTIFICATION OF EQUAL ACCESS

I hereby certify that I have had the opportunity to assist in the development and review of the attached FY 83-88 Five Year Plan for Vocational Education and FY 81 Accountability Report as required by P.L. 94-482, Section 109, (A)(3)(B) and that it meets the requirements for sex equity and assures equal access to vocational education opportunities as prescribed by Section 104(b)(1)(2); 107(b)(4)(A)(B).

Date

Specialist, Human Potential Development

CERTIFICATE OF ESTABLISHMENT
OF
STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE
STATE OF MONTANA

I hereby certify that the State has established on September 22, 1977, a State Occupational Information Coordinating Committee in accordance with the provisions of Section 161 (b)(2), Vocational Education Act of 1963, as amended by P.L. 94-482.

The following persons have been selected to serve on the Montana State Occupational Information Coordinating Committee:

Chet Rusek, Administrator
Administrative Services Division
Department of Labor and Industry

Gary Curtis, Administrator
Job Service/Employment and Training Division
Department of Labor and Industry

W. R. Donaldson, Administrator
Rehabilitative Services Division
Department of Social and Rehabilitation Services

Gene R. Christiaansen, Assistant Superintendent
Department of Vocational Education Services
Office of Public Instruction

Irving E. Dayton, Commissioner
Montana University System

July 3, 1982
Date

Superintendent of Public Instruction
Ed Argenbright, Executive Officer

CERTIFICATE OF PUBLIC HEARING AND PUBLIC NOTIFICATION

STATE OF MONTANA

I hereby certify that notification of public hearing was made through advance press releases to daily newspapers.

Public Hearing on the FY 83-88 Five Year State Plan for Vocational Education and the FY 1981 Accountability Report was held on June 16, 1982.

The Montana Educational Telephone System was utilized at the following locations:

1. Eastern Montana College, Billings
2. University of Montana, Missoula
3. Western Montana College, Dillon
4. Northern Montana College, Havre
5. Miles Community College, Miles City
6. Dawson Community College, Glendive
7. Box Elder BIA
8. Crow Agency BIA
9. Harlem BIA
10. Poplar BIA
11. Ronan BIA
12. Blackfoot Community College, Browning
13. Montana School for Deaf and Blind, Great Falls
14. Montana Tech, Butte
15. Metcalf Memorial Senior Citizens Center, Anaconda
16. Montana State University, Bozeman
17. Wolf Point High School
18. Malta High School
19. Fort Peck High School
20. Cascade High School
21. Episcopal Church, Big Timber
22. Colstrip High School
23. Ray Bjork School, Helena
24. Roundup High School

Aug. 3, 1982
Date

Superintendent of Public Instruction

NEWS

Ed Argenbright
Superintendent of Public Instruction

For further information contact:

Gene Christiaansen
Assistant Superintendent
Vocational Education Services
449-2410

FOR IMMEDIATE RELEASE

The Office of Public Instruction will hold a public hearing June 16 using the Montana Educational Telephone System to receive comments on the 1983-88 Five-Year Plan for Vocational Education in Montana at the following locations:

Eastern Montana College, Billings; University of Montana, Missoula; Western Montana College, Dillon; Northern Montana College, Havre; Miles Community College, Miles City; Dawson Community College, Glendive; Box Elder BIA; Crow Agency BIA; Harlem BIA; Poplar BIA; Ronan BIA; Blackfoot Community College, Browning; Montana School for Deaf and Blind, Great Falls; Montana Tech, Butte; Metcalf Memorial Senior Citizens Center, Anaconda; Montana State University, Bozeman; Wolf Point High School; Malta High School; Fort Peck High School; Cascade High School; Episcopal Church, Big Timber; Colstrip High School; Ray Bjork School, Helena; and Roundup High School.

Written copies of the draft plan will be available at the METS sites for public review during normal office hours from June 12 to June 16. The conference will be held from 1:30 to 4:30 p.m. on June 16.

Persons wishing to comment on the Plan may attend a conference site or submit written comment to the Office of Public Instruction, State Capitol, Helena 59620.

###

CERTIFICATION OF NOTIFICATION
OF NEED TO ESTABLISH
LOCAL ADVISORY COUNCILS

I, the Superintendent of Public Instruction, certify that eligible recipients have been notified that they must establish a Local Advisory Council for Vocational Education in accordance with Section 105(g) of P.L. 94-482.

And further certify that each eligible recipient receiving assistance under P.L. 94-482 has certified to the establishment of such councils.

Aug. 3, 1982
Date

Superintendent of Public Instruction

BLACKFEET COMMUNITY COLLEGE

BOX 819, BROWNING, MONTANA 59417 TEL. 406/338-7325

338-5411
338-5421
338-5441
338-7465

PRESIDENT
Carol C Juneau

BOARD OF REGENTS
Percy DeWolfe, Chairman
Clifford Kicking Woman, Vice-Chairman
Carol D Kipp, Secretary
Harvey Mad Man, Sr.
Don Pepion
Mae Crawford
Earl Old Person
George Kicking Woman

RECEIVED

JUN 21 1982

SUPERINTENDENT
OF PUBLIC INSTRUCTION

June 18, 1982

Mr. Gene Christiaansen
Assistant Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

Dear Mr. Christiaansen:

Enclosed is written testimony submitted in addition to oral testimony given on June 16, 1982 for the Montana State Plan for Vocational Education, 1983-1988.

We hope that this can be of use to your and your office in finalizing your proposed plan.

Sincerely,

Theresa F. M. Jones

Theresa F. M. Jones, Director
Business Education/Secretarial Science Program

cc Mr. J. Dennis Sheehy

TESTIMONY FOR

DEPARTMENT OF VOCATIONAL EDUCATION SERVICES

OFFICE OF PUBLIC INSTRUCTION

STATE OF MONTANA

ON

MONTANA STATE PLAN FOR VOCATIONAL EDUCATION, 1983-88

Presented By

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June 16, 1982

TESTIMONY FOR THE MONTANA STATE VOCATIONAL EDUCATION PLAN 1983-88 FOR THE OFFICE OF THE SUPERINTENDENT, OFFICE OF PUBLIC INSTRUCTION, JUNE 16, 1982

The Blackfeet Community College is honored to present to you written testimony and comments on behalf of the College asking for your support for the Indian community colleges in the proposed Montana State Vocational Education Plan for 1983-88.

The following format will be used in this testimony: an overview of the Blackfeet Community College, a presentation of some concerns which could be addressed in the State Plan, a presentation of verified statistics reflecting the vocational needs of the reservation population, the Blackfeet Community College catalog, and the Blackfeet Community College Planning Survey/Needs Assessment of 1981.

OVERVIEW:

The Blackfeet Community College is a tribally-controlled community college operating within the boundaries of the Blackfeet Reservation in northern Montana since 1976. Our mission is to provide post-secondary education without undue interruption or influence on the cultural fabric of the reservation.

To fulfill our commitment of developing a community college here, it has become necessary that the college address not only the singular cultural needs of the students, but also impart the skills necessary for coping with the predominant culture which surrounds modern living here. Our academic program has to apply to the established needs of the area residents while corresponding to programs operated by state-chartered institutions. In this way we hope to provide applicable job skill training for the area residents, and to establish acceptable patters for transferability of our college credits to the state institutions. We seek these goals while attempting to maintain our autonomy as a tribally-controlled community college within the State of Montana.

CONCERNS:

(1) Regarding page 27, item 3: "The Community College should have the primary function of offering course work that leads to certification and/or the associate degree or a variety of subprofessional job entry skills with the express authorization of the state governing body." We feel that this section could include a statement directly addressing the tribally-controlled community colleges and their role(s) within the state plan for post-secondary education.

(2) Regarding the statistics presented for verification of needs within the State of Montana by county. As most Indian reservations within the state are a part of, and yet separate from, the counties which encompass them, a separate verification of statistics regarding reservations and their populations should be included. Each reservation and each of the

five established Indian colleges already have verified information about family income levels, high school drop-out rates, college drop-out rates, and general employment trends on the reservations. By looking to the feasibility studies completed by the tribally-controlled community colleges and the local tribal offices, the State Office of Public Instruction could recognize the possibility of moving the state plan objectives for Indian colleges forward by as much as two years. This could lead to an earlier integration of the Indian community colleges as a viable part of the State of Montana's educational planning.

(3) Regarding OEA-MOEA chapters for Business Education/Secretarial Programs: Is a chapter mandatory for schools funded through your offices, and do you assist in setting up these chapters (as indicated in the long range objectives)?

(4) Regarding emerging and emergency programs. Because of the location of the Blackfeet Reservation, we will be increasingly affected by industrial technology with which we are not currently involved—in particular, natural resource development. The Blackfeet Community College is in a position to reduce the lack of a technically-trained labor market and the social impact of such developments through occupations training. However, because industrial development is controlled through tribal governments, can a tribally-controlled community college qualify for this part of the program if the request or need for training is established not through an "industry" per se, but through the tribe? Will you accept the initiation of a program request by the tribe or its offices as industry initiated, or should this possibility be specifically addressed in this section of the State Plan through rewording?

(5) Regarding Indian Community College Objectives. The identification of technical assistance needs of tribally-controlled community colleges is indicated as the major objective of vocational education regarding these institutions. We believe a more positive state-wide outcome can be achieved over the next five years by additionally assessing the vocational education training potential of the tribally-controlled community college. Such an assessment would clearly assist a large percentage of Montana's "economically disadvantaged" population to obtain marketable job skills.

The Blackfeet Community College is the only post-secondary institution within 125 miles in all directions of the Blackfeet Reservation. Our vocational education training potential is enormous in light of already identified vocational education needs and the currently disastrous employment and economic statistics. Five Indian community colleges in the state have the potential to make a marked impact on the employment and economic situation in all areas of vocational education.

We recommend that a further objective reflecting a utilization of this potential be added to the State Plan.

STATISTICAL INFORMATION ON THE POPULATION OF THE BLACKFEET RESERVATION

A copy of the Blackfeet Community College Planning Survey/Needs Assessment of 1981 is enclosed to clearly illustrate the disparity

between the figures on which the draft of the Montana State Plan for Vocational Education has relied. Please refer to the following pages in the survey regarding income levels, employment, educational levels, etc.: pages 101 through 109, 114, 116, and 120.

Note: The base line data on total population is 5,400 from the age of 14 upward. All percentages are accurate within a 3 percent deviation.

ANSWERS TO CONCERNS RAISED BY THE BLACKFEET COMMUNITY COLLEGE ON JUNE 16, 1982:

1. The unique nature of tribally-controlled community colleges is addressed on page 8 of the State Plan.

2. Census, Montana Department of Labor and other agency statistics are not reported in areas less than county. On occasions the media will state high unemployment figures for reservations; however they do not state the source of their statistics. The Vocational Education Prioritization Formula (page 38) tends to reflect the financial and unemployment problems of reservations. Of the 25 high priority secondary schools (page 38), ten schools are on or adjacent to reservations.

3. OEA--MOEA chapters are not mandatory. The specialist within the state education agency will give all schools technical assistance to organize OEA chapters.

4. The reservations would qualify as OER (Other Eligible Recipient); however Montana has not allocated any Emerging and Emergency for fiscal year 1983 (page 50). Perhaps the "Commissioner's Discretionary Programs of Vocational Education" can best serve the Blackfeet Reservation.

5. Enrollment and other statistics were requested of the Indian Community Colleges; however none were received. The preparation of the 1984 plan will seek information from the Indian Community Colleges.

MONTANA ADVISORY COUNCIL
FOR VOCATIONAL EDUCATION

Mary Thoman, Ph.D.
Executive Director

April 23, 1982

Dennis Sheehy
State Plan Specialist
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Dear Dennis:

Following are four general recommendations for your consideration while developing the next annual plan.

1. Review the funding formula. Funding should enhance the development of quality programs. For that reason, the funding formula should not be an entitlement. Grants should be allocated to vocational programs on the basis of quality factors.
2. Updated administrative policies and procedures for vocational education should be included in the plan.
3. The plan should reflect a summation of evaluators' findings and indicate what action, if any, is to be taken during this next planning cycle in accordance with the findings.
4. A mini plan that would summarize the plan would be useful to the public and local administrators.

The Office of Public Instruction is to be commended for the local vocational input being solicited for this upcoming 3-5 year plan.

The Council appreciates the opportunity to provide input.

Thank you,

Mary Thoman

MARY THOMAN
Executive Director

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